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[U]NIVERSITY CALENDAR,

1888-89.

VOL. II.

EXAMINATION PAPERS.

Madras:
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1888.

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Examination Papers, December, 1887.

MATRICULATION.

THURSDAY, 15TH DECEMBER, 10 A.M. TO 1 P.M.

ENGLISH LANGUAGE.

I. Paraphrase—

The lapse of time and rivers is the same,
Both speed their journey with a restless stream;
The silent pace with which they steal away,
No wealth can bribe, no prayers persuade to stay;
Alike irrevocable both when past,
And a wide ocean swallows both at last.
Though each resemble each in every part,
A difference strikes at length the musing heart;
Streams never flow in vain; where streams abound
How laughs the land with various plenty crowned!
But time that should enrich the nobler mind,
Neglected leaves a dreary waste behind.

II. Give—

(a) The diminutives of *crown, tower, globe, lord.*

(b) The feminines of *hero, czar, marquis, colt.*

(c) The verb forms of *vigor, bold, peace, grass.*

(d) The noun forms of *gay, grand, splendid, proper.*

(e) Derivatives from *say, tell, live, draw,* formed by means of prefixes, and opposite to each derivative write a synenym for it.

III. Give the meaning of the following:—

(a) I was taken to task for saying so.

(b) The enemy made good their retreat.

(c) His heart failed him at the last moment.

(d) He made light of the matter.

(e) My friend was as good as his word.

(f) He sets great store by his pictures.

IV. (*a*) Give one word that may be substituted for the italicised portion in each of the following :—

(1) He is *liked much by the people.*

(2) The Council were *all of one mind.*

(3) The authors referred to were *men who lived at the same time.*

(4) He rose to the highest position *step by step.*

(*b*) Express each of the following in the simplest language and in the fewest words possible :—

(1) A sanguinary engagement ensued.

(2) We made a pedestrian excursion.

(3) The feathered songsters made vocal music.

(4) He responded in the affirmative.

V. (*a*) Use each of the following words, followed and preceded by an appropriate preposition, in a sentence of your own :—

(1) Accordance.

(2) Influence.

(3) Pursuit.

(4) Obedience.

(*b*) Supply the omission in each of the following sentences by a single preposition, and give its force :—

(1) The decorations were not —— his taste.

(2) The Government are —— abolishing the appointment, but the judges object.

(3) ——aught I know, I may be mistaken.

(4) ——some people, poverty is a crime.

(5) Idle as he was, he passed —— the surprise of his teacher.

(6) It was made —— the model I supplied him with.

VI. (*a*) Give the construction of the italicised words in the following :—

(1) He is reading about the *passing* of Arthur.

(2) And Arthur *passing* thence rode to the wood.

(3) It was a *passing* thought of Arthur's.

(4) Arthur was thought to be *passing* wise.

(*b*) Notice any grammatical irregularity in the following :—

(1) Who steals my purse steals trash.

(2) 'Tis distance lends enchantment to the view.

(*c*) Re-write the following sentence correctly :—

King of England sent a word that he will come at the head of thirty thousands of men.

VII. (*a*) Every cloud has its silver lining.

Re-write as a complex sentence, introducing *but* as a relative.

(*b*) Better dwell in the midst of alarms
Than reign in this horrible place.

Begin with *to dwell*, using some form of *prefer* instead of *better*.

(*c*) The Government require all Collectors to furnish them with an annual report.

Turn both verbs into the passive voice.

(*d*) (1) He possessed the property. (2) He possessed himself of the property.

Turn the verb *possessed* in each case into a noun.

VIII. I asked Mr. Smith if he could tell me whether his friend Mr. Brown had spoken to him about my horse or had asked him to deliver any message to me about it. "Yes," said Mr. Smith, "Mr. Brown asked me to tell you that he would be glad to buy your horse; but I am to ascertain from you how much you expect for it."

Change the question into the direct form, and the answer into the indirect.

IX. Analyse the following sentence into clauses, giving the name and grammatical construction of each. Adverbial clauses should further be particularized as of *time, place, condition* or *concession* :—

We are assured that had not the English foolishly left the hill where they were so strongly posted when the enemy pretended to fly, it is more than doubtful if the Normans, splendid soldiers as they undoubtedly were, would have dislodged them from the position they so bravely defended.

X. As an exercise in composition, write what you know about the wild beasts of India.

THURSDAY, 15TH DECEMBER, 2 TO 5 P.M.

ENGLISH TEXT-BOOK.

I. Paraphrase, so as to show the meaning clearly, the following passages :—

(*a*) Shylock, the world thinks, and I think so too,
That thou but lead'st this fashion of thy malice
To the last hour of act; and then 'tis thought
Thou'lt show thy mercy and remorse more strange
Than is thy strange apparent cruelty.

(*b*) So stands a kingdom, whose foundation yet
Fails not, in virtue and in wisdom laid,
Though all the superstructure, by the tooth
Pulverized of venality, a shell
Stands now, and semblance only of itself!

(*c*) Styled an equal—deemed a servant—
Fed with hopes of future gain:
Worse by far is fancied freedom
Than the captive's clanking chain.

II. Explain the following phrases and allusions:—

(1) A Daniel come to judgment. (2) Hold opinion with Pythagoras. (3) Stock of Barabbas. (4) Tainted wether of the flock. (5) My deeds upon my head. (6) Armed to suffer.

III. (*a*) (1) What grounds had Columbus for thinking that by a voyage westward he would reach land? (2) Narrate briefly Columbus' endeavours to find a patron.

(*b*) What do you understand by the following phrases:—

(1) Reckoning short. (2) Posthumous honour. (3) A precedent for exactions. (4) Straitened circumstances. (5) Inconsiderate credulity.

IV. Re-write the following sentences in the manner indicated:—

(1) "This was too great a favour not to excite the envy of the court"—*without using a negative.*

(2) "Their example had a great effect; they persuaded their relations and friends to embark with them; and the vessels were ready for sea within a month after they had thus engaged in their equipment"—*combining in one complex sentence.*

(3) "He sent to the artist and said 'you have treated the Pope as the King of France himself would not have dared. We cannot bring him to war against the State on your account therefore you must obey his will' "—*in the indirect form.*

V. (*a*) When did Michael Angelo flourish? (*b*) In what branches of Art did he distinguish himself? Name any three of his works? (*c*) How was his independence of character seen in his replies to the criticisms by two Popes on his Sistine Frescoes? (Give the anecdotes.)

VI. (*a*) Parse the word 'but' in the following sentences, supplying its equivalent in each case:—

(1) He shall have nothing *but* the penalty.

(2) He was growing old, *but* his energy was unwearied.

(3) Not a turkey *but* he beheld daintily trussed up.

(4) It is *but* a slight fault.

(*b*) Distinguish between the following:—(1) *Collecting* and *collating*, (2) *Bowl* and *Bole*. (3) *Fac-simile* and *Original.*

VII. Write a short explanatory note on each of the following:—

(*a*) The she wolf's litter
Stand savagely at bay.

(*b*) Down with him! cried *false Sextus.*

(*c*) The Tribunes beard the high,
And the Fathers grind the low.

(*d*) Even and morn the Thirty
Have turned the verses o'er.

VIII. (1) Arrange, punctuate, and mark for scansion, the following passage, and (2) Give an explanatory note as to its meaning:—

"And see he cried the welcome fair guests that waits you here what noble Lucumo comes next to taste our Roman cheer."

IX. (*a*) Who were the contending parties at Culloden, and by what was the battle decided? (*b*) State wherein lay its importance to Britain. (*c*) Explain the following:—

(1) Baleful vision.
(2) The Hanoverian crew.
(3) With the Ruddy Lion ramping
In its field of tressured gold.
(4) Hoarse as Corrievreckan.

X. Parse the words italicised in the following sentences:—

(*a*) Two *things* provided more, that he become, &c. (*b*) *Heart*, man! Heart! We need it sorely. (*c*) *Could* a mind imbued with truth from Heaven created thing adore, I might with reverence kneel. (*d*) I will perform *myself* the oracle. (*e*) Woe is *me*, the clans are broken.

XI. Write a short explanatory note on the following:—

(*a*) He made light of the Galloping Hessian as an arrant Jockey. (*b*) Enter the lists. (*c*) He had the dilating powers of an Anaconda. (*d*) Too rich to be lightly mentioned. (*e*) Thronged with the pride and flower of the country.

FRIDAY, 16TH DECEMBER, 10 A.M. TO 1 P.M.

SANSKRIT: TEXT-BOOK AND GRAMMAR.

I. Decline अदस् masculine and neuter, and तिर्यच् masculine and neuter.

II. Give the विग्रह or analysis of the compounds underlined in the following, and state the class to which each of them belongs:—

एवमुक्ता वसिष्ठेन शबला शत्रुसूदन ।
विदधे कामधुक्कामान्यस्य यस्य यथेप्सितान् ॥

इक्षून्मधूनि लाजांश्च मैरेयाश्च वरासवान् ।
पानानि च महार्हाणि भक्ष्यांश्चोच्चावचान्यपि ॥
उष्णाद्यस्यौदनस्यात्र राशय: पर्वतोपमा: ॥

III. (*a*) Give the meaning in English of दर्श, पौर्णमास, वैश्वानरपथ, पञ्चतपस्, निदर्शन, दीपखट्वा, प्राणान्तिक, पितृपैतामह, विभीषिका and फटाटोप.

(*b*) Rewrite the following, changing the construction where active into passive, and where passive into active, without altering the meaning :—

जातमात्रं न य: शत्रुं व्याधिञ्च प्रशमं नयेत् ।
अतिपुष्टाङ्गयुक्तोऽपि स पश्चात्तेन हन्यते ॥

IV. Enumerate—(1) शत्रुपक्षेऽष्टादश तीर्थानि (2) स्वपक्षे पञ्चदश.

V. Explain clearly the meaning of the following extracts :—

(1) यत्कृते गुरव: पुत्राञ्जनयन्ति शुभार्थिन: ।
परलोकहितार्थाय तस्य कालोऽयमागत: ॥

(2) असन्दधानो मानाद्य: समेनापि हता भृशम् ।
आमकुम्भ इवान्येन करोत्युभयसङ्क्षयम् ॥

(3) बलीयसा समाक्रान्तो वैतसीं वृत्तिमाचरेत् ।
वाञ्छन्नक्षासिनीं लक्ष्मीं न भौजङ्गीं कदाचन ॥

(4) कृशे कस्यास्ति सौहृदम् ॥

(5) दूतमुखा हि राजान: ॥

(6) अथवा नैतदेकान्तं यद्बलिनमपि समाश्रयेत् ॥

(7) एक एव हितार्थाय तेजस्वी पार्थिवो भुवः ।
युगान्त इव भास्वन्तो बहवोऽत्र विपत्तये ॥

(8) प्रत्यक्षं यस्य यद्भुक्तं क्षेत्राद्यं दश वत्सरान् ।
तत्र भुक्तिः प्रमाणं स्यान्न साक्षी नाक्षराणि वा ॥

VI. Translate the following into Sanskrit, using the words within brackets in proper places and with appropriate inflexions:—

(1) My friend (सखि) hoarded (Perfect, लिट्, of चि with सम्) fifty-three lakhs of rupees in four (चतुर्) years

(2) Your hope will soon be realised (2nd Future, लृट्, of सिध् 4th conjugation).

(3) May the queen and her descendants rule (Imperative लोट् of शास्) us long.

(4) No houses have been built (Aorist passive, कर्मणि लुङ्, of मा with निर् in the place yet.

(5) वायु is the swiftest (Superlative of क्षिप्र) deity.

FRIDAY, 16TH DECEMBER, 2 TO 5 P.M.

SANSKRIT: TRANSLATION.

I. Translate into Sanskrit:

In a forest there lived an elephant-king, Chaturdanta by name. He once entered with his herd the water of a big tank. Near this tank there lived rabbits in thousands of holes. Many of those were crushed by the elephant-herd which was wandering here and there. Then those rabbits which were not killed sent a rabbit called Lambakarna to Chaturdanta. It spoke thus to the elephant-king: "Ho! you bad elephant, go away from this tank of the moon." The elephant said: "Who are you?" The rabbit said: "I am the king of rabbits, Vijayadatta by name, and live on the disk of the moon But you with your herd have killed many rabbits. Therefore if you care for your life, then depart quickly." Having heard

this, the king of the herd became afraid, bowed to him and went away with all elephants.

II. Translate into English :

(a) (1) केनामृतमिदं सृष्टं मित्रमित्यक्षरद्वयम् ।
आपदां च परित्राणं शोकसंतापभेषजम् ॥

(2) खनन्नाखुबिलं सिंह: पाषाणशकलाकुलम् ।
प्राप्नोति नखभङ्गं वा फलं वा मूषको भवेत् ॥

(3) दंष्ट्राविरहित: सर्पो मदहीनो यथा गज: ।
सर्वेषां जायते वश्यो दुर्गहीनस्तथा नृप: ॥

(4) नक्र: स्वस्थानमासाद्य गजेन्द्रमपि कर्षति ।
स एव प्रच्युत: स्थानाच्छुनापि परिभूयते ॥

(5) न तादृग्जायते सौख्यमपि स्वर्गे शरीरिणाम् ।
दारिद्र्येऽपि हि यादृक्स्यात्स्वदेशे स्वपुरे गृहे ॥

(6) बलिनापि न बाध्यन्ते लघवोऽप्येकसंश्रया: ।
विपक्षेणापि मरुता यथैकस्था महीरुह: ॥

(7) महाजनस्य संपर्क: कस्य नोन्नतिकारक: ।
पद्मपत्रस्थितं तोय धत्ते मुक्ताफलश्रियम् ॥

(8) य: संमानं समाधत्ते भृत्यानां क्षितिपोऽधिकम् ।
वित्ताभावेऽपि तं दृष्टास्ते त्यजन्ति न कर्हिचित् ॥

(9) रविनिशाकरयोर्ग्रहपीडनं गजभुजंगविहंगमबन्ध-
नम् ।
मतिमतां च विलोक्य दरिद्रतां विधिरहो ! बलवा-
निति मे मति: ॥

(10) संक्षेपात्कथ्यते धर्मो जनाः किं विस्तरेण वः ।
परोपकारः पुण्याय पापाय परपीडनम् ॥

(11) संपत्तौ च विपत्तौ च महतामेकरूपता ।
उदये सविता रक्तो रक्तश्चास्तमने तथा ॥

(a) कस्मिंश्चिद्ग्रामे शुद्धपटो नाम रजकः प्रतिवसति स्म। तस्य च गर्दभ एक आसीत्। सोऽपि भोजनाभावादतिदुर्बलतां गतः। अथ तेन रजकेनारण्ये परिभ्रमता मृतसिंहो दृष्टः। विचिन्तितं च। अनेन सिंहचर्मणा मद्गर्दभं प्रतिच्छाद्य रात्रौ यवक्षेत्रेषूत्स्रक्ष्यामि। तदा क्षेत्रपालास्तं सिंहं मत्वा दूरं गमिष्यन्तीति। एवं कृते स रासभो नित्यं यवभक्षणं करोति पीवरतनुश्च जातः। कदाचित्तु रासभीशब्दं श्रुत्वा स्वयं शब्दायितुमारब्धः। अथ क्षेत्रपाला गर्दभोऽयं सिंहचर्मप्रतिच्छन्न इति ज्ञात्वा दण्डपाषाणप्रहारैस्तं व्यापादितवन्तः ॥

FRIDAY, 16TH DECEMBER, 10 A.M. TO 1 P.M.

LATIN: TEXT-BOOKS AND GRAMMAR.

I. Parse fully edissere, delitui, obliviscere, moriere, metimur deuteretur, confertos, miserere.

II. Translate the following sentences, explaining the construction of the italicised words :—

(a) Statuit aliquid *sibi consilii* novi *esse capiendum.*

(b) Castris est *vobis* utendum non *palæstra.*

(c) Quanto *sibi* esset *ornamento* sentiebat.

(d) Mortuus est Hephæstio, quem unum Alexander, quod facile intelligi posset, *plurimi* fecerat.

(e) Nam celeri *rumore dilato,* Dioni vim allatam, multi concurrerant.

(f) Ergo age, care pater, cervici *imponere* nostræ.

(g) *Nuptum* dedit.

III. Give the Genitive Singular of Nereus and mūsice,. the Accusative Singular of turris, the Nominative and Genitive Singular of utrorumque, heroum, crateribus, crurum, parietibus, adytis, and the Genitive Plural of socer, senex, specus, vitis.

IV. Translate into Latin —

(i) Agesilaus, after arriving at Corinth, was asked by his friends to send an army against the Persians.

(ii) Aristides was chosen to settle (*constituo*) how much each State should give for building a fleet.

(iii) He promised to ask Epaminondas for assistance, in order that the city might not be captured.

(iv) He said that the walls which Miltiades ordered him to destroy were built by the Athenians.

(v) The king lived at Sparta for many years before he went to Asia.

V. Give the Perfect Indicative (First Person Singular *only*) and the Supine of *effero, resisto, domo, intorqueo;* the Perfect Indicative (First Person Singular *only*) and Infinitive Present of *nanciscor, orior, posco;* and the Present Imperative of *morior.*

VI. (*a*) Write down—

the Positive of nequior, imus, brevissime;
the Superlative of humilis, audacter, utilis;
the Comparative of pius, acriter, ater.

(*b*) Re-write the following in prose, using the *passive* instead of the active voice of the verbs: . . . . rumpunt aditus primosque trucidant Immissi Danai.

VII. (*a*) What cases or constructions are taken by the following?—refert, rogo, cretus, peritus, penes, præ.

(*b*) What is the Latin for 65, 98th, enough money, at what price, of what country?

VIII. Translate the following sentences, accounting for the italicised cases:

(*a*) Ardentesque *oculos* suffecti sanguine et igni.

(*b*) . . . . inutile *ferrum* cingitur.

(*c*) Demisere *neci.*

IX. State briefly the locality of the following places, and the events with which each is connected:—Leuctra, Platæa, Mantinæa, Salamis, Dodona, Paros.

X. Translate and explain in connection with the context:

(*a*) Accusatus ergo proditionis, quod quum Parum expugnare posset, a rege corruptus, infectis rebus discessisset.

(*b*) Scimus enim musicen nostris moribus abesse a principis persona; saltare enim in vitiis poni, quæ omnia apud Græcos et grata et laude digna ducuntur.

(*c*) Satis vixi, invictus enim morior.

d) Quod magnos homines virtute metimur, non fortuna.

e) Facilis iactura sepulchri.

FRIDAY, 16TH DECEMBER, 2 TO 5 P.M.

LATIN: TRANSLATION.

I. Translate into English :

(i) Mene efferre pedem, genitor, te posse relicto
Sperasti, tantumque nefas patrio excidit ore?
Si nihil ex tanta Superis placet urbe relinqui,
Et sedet hoc animo, perituræque addere Troiæ
Teque tuosque iuvat, patet isti ianua leto;
Iamque aderit multo Priami de sanguine Pyrrhus,
Natum ante ora patris, patrem qui obtruncat ad aras.
Hoc erat, alma parens, quod me per tela, per ignis
Eripis, ut mediis hostem in penetralibus, utque
Ascanium patremque meum iuxtaque Creüsam
Alterum in alterius mactatos sanguine cernam?
Arma, viri, ferte arma; vocat lux ultima victos:
Reddite me Danaïs; sinite instaurata revisam
Prœlia: nunquam omnes hodie moriemur inulti.

(ii) Illi agmine certo
Laocoonta petunt: et primum parva duorum
Corpora natorum serpens amplexus uterque
Implicat, et miseros morsu depascitur artus.
Post ipsum auxilio subeuntem ac tela ferentem
Corripiunt, spirisque ligant ingentibus; et iam
Bis medium amplexi, bis collo squamea circum
Terga dati, superant capite et cervicibus altis.
Ille simul manibus tendit divellere nodos,
Perfusus sanie vittas atroque veneno;
Clamores simul horrendos ad sidera tollit:
Qualis mugitus, fugit cum saucius aram
Taurus, et incertam excussit cervice securim.
At gemini lapsu delubra ad summa dracones
Effugiunt, sævæque petunt Tritonidis arcem.

(iii) Sic fatus, deinde comantem
Androgei galeam clipeique insigne decorum
Induitur, laterique Argivum accommodat ensem.
Hoc Rhipeus, hoc ipse Dymas omnisque iuventus
Læta facit; spoliis se quisque recentibus armat.
Vadimus immixti Danaïs, haud numine nostro,
Multaque per cæcam congressi prœlia noctem
Conserimus, multos Danaum demittimus Orco.
Diffugiunt alii ad navis et litora cursu
Fida petunt; pars ingentem formidine turpi
Scandunt rursus equum et nota conduntur in alvo.
Heu! nihil invitis fas quemquam fidere divis!

(iv) Quum in circulum venisset, in quo aut de republica disputaretur aut de philosophia sermo haberetur, nunquam inde prius discessit, quam ad finem sermo esset deductus. Paupertatem

adeo facile perpessus est, ut de republica nihil præter gloriam cepe-rit. Amicorum in se tuendo caruit facultatibus. Fide ad alios sub-levandos sæpe sic usus est, ut possit iudicari omnia ei cum amicis fuisse communia. Nam quum aut civium suorum aliquis ab hosti-bus esset captus, aut virgo amici nubilis propter paupertatem col-locari non posset, amicorum concilium habebat, et, quantum quisque daret, pro cuiusque facultatibus imperabat.

(v) Datis, etsi locum non æquum videbat suis, tamen fretus numero copiarum suarum, confligere cupiebat; eoque magis quod, priusquam Lacedæmonii subsidio venirent, dimicare utile arbitraba-tur. Itaque in aciem peditum centum, equitum decem millia pro-duxit del prœliumque commisit. In quo tanto plus virtute valuerunt Athenienses, ut decemplicem numerum hostium profligarent; adeoque perterruerunt, ut Persæ non castra, sed naves peterent. Qua pugna nihil adhuc est nobilius.

(vi) Ad Antigoni refrenandum impetum tale capit consi-lium: certos mittit homines ad infimos montes, qui obvii erant itineri adversariorum; hisque præcipit, ut prima nocte, quam latis-sime possint, ignos faciant quam maximos, atque hos secunda vigilia minuant, tertia perexiguos reddant; et, assimulata castrorum con-suetudine, suspicionem iniiciant hostibus his locis esse castra, ac de eorum adventu prænuntiatum, idemque postera nocte faciant.

(vii) Id ut cognovit Tissaphernes, qui summum imperium tum inter præfectos habebat regios, inducias a Lacone petivit, simulans se dare operam ut Lacedæmoniis cum rege conveniret; re autum vera, ad copias comparandas; easque impetravit trimestres. Iuravit autem uterque se sine dolo inducias conservaturum. In qua pactione summa fide mansit Agesilaus; contra ea Tissaphernes nihil aliud quam bellum comparavit.

(*Not from text-books.*)

(viii) Alexander, factus annorum duodecim, rebus bellicis ad-modum delectari, et excelsæ indolis manifestissima præ se ferre indi-cia cœpit Quoties a Philippo aut nobile quoddam captum oppidum, aut memorabili prœlio parta victoria nunciabatur, haud magnopere lætabatur: ceterum ad suos aiebat æquales: "Omnia, o pueri, geni-tor occupabit, ita ut ne vobiscum grande ullum ac insigne facinus ostentare mihi sit reliquum." Non enim ipsum ulla illecebrarum aut pecuniæ, sed sola virtutis ac gloriæ cupido tenebat.

II. Translate into Latin:

Sylla was a Roman of very noble family, who served at first under Marius, in the war against Jugurtha. He afterwards be-came Marius' opponent, and having overcome the Marian party, he was made perpetual dictator. He was for three years supreme master at Rome, and made use of his power with the greatest cruelty, shedding the blood of thousands. At last he took a dislike (*tædere*) to sovereignty, and lived as a private citizen. Even then he was dreaded by all. He died in the sixtieth year of his age, seventy-eight years B.C.

FRIDAY, 16TH DECEMBER, 10 A.M. TO 1 P.M.

ARABIC: GRAMMAR AND TEXT.

I. (*a*) Give in Urdu or in English the meanings of the following words, phrases and sentences :—

زربيان - مرق - برمة - ارز - منصب - صحن - طاحونه - خمص - دحال - ديك - خبزالحنطة - وطاء الماشي - قلنسوة - بعير - السيف المسلول - التيس - من لايرحم لايرحم - في هذه السنة وقعت سنة - يدي صفراء - كل إناء يترشح بما فيه - كن في الانسان كا للسان بين الانسان - رح هات قائداً ام باي وجه يمكن - استعينوا علي الحاجات بالكتمان - المرء عاقل بجعله و حاله*

(*b*) the antonyms of—

جبل - صيف - حلو - نوم - يمين - عبد - خلف - رطب *

II. Write—

(*a*) the names of the seven days of the week;
(*b*) the names of the five fingers ;
(*c*) the rules to be observed when drinking water.

III. Point out the difference in meaning between نادر and شاذ. قُلتُ and قِلتُ - كلّٰه and كُلّه - مستمع and سامع

IV. Write the تعليل of—

قل - بع - خاف - برمي - امن - يعد - قيل - مرضي - يمد *

V In your text-book how is the term صوفي defined ?

VI State the rules for forming the following :—

اسم الفاعل - اسم المفعول - اسم التفضيل - المضارع المجهول *

VII. What اعراب is given to the last letter of nouns in the nominative, possessive and objective cases?

VIII. Mention—

(*a*) the particles which make the verb subjunctive;

(*b*) the effect of نون تاكيد ثقيله و خفيفه - لما - لم - لن -

(*c*) the personal, demonstrative and relative pronoun: write them out in both genders and in three numbers.

(*d*) Which are the—

حروف الشرط - حروف الزوائد - حروف المشبهة بالفعل - حرفا الاستفهام *

(*e*) other names for معتل الفاء - معتل العين - معتل اللام -

IX. Explain the exact خاصيات of each of the following verbs:—

تفعيل - تفعل - افتعال - افعال *

X. Write the present tense of each of the following verbs, both active and passive, marking with care the اعراب

اِحمر - قاتل - كرم - اِقشعر - دعا - وضع - راى - باع *

FRIDAY, 16TH DECEMBER, 2 TO 5 P.M.

ARABIC: TRANSLATION.

I. Translate into Arabic:

(*a*) The Khalifah looked at the old man and said, "What is thy occupation?" He replied, "I am a fisherman; I went forth from my house at noon, but I have caught no fish, and my children are hungry." The Khalifah said, "Wilt thou go with us now to the bank of the river and cast in thy net?" The fisherman agreed. The Khalifah promised that he would give one hundred dinars for whatever was caught in the net. After a little while the fisherman found that some very heavy thing was in his net. He pulled out the net from the sea. It was not broken. In it was a large box which he gave to the Khalifah in exchange for a hundred dinars. Then he went home and bought food for his wife and children.

(*b*) (1) He came to Madras.
(2) He served God from his youth.
(3) He shot the arrow from the bow.

II. Translate into English :

قال النمر للاسد فما تلك الخصال التي ذكرت ايها الملك انها تجب ان تكون في الرسول بينها - قال الملك نعم اولها تحتاج ان يكون رجلا عاقلا حسن الاخلاق بليغ الكلام فصيح اللسان جيد البيان - حافظاً لما يسمع - متحريا فيما يجيب - و يكون موديا للا مانة حسن العهد - مراعيا للحقوق - كتوماً للسر - قليل الفضول في الكلام - لا يقول من رائه شيئاً غير ما قيل له الا ما يري فيه صلاح المرسل و لا يكون شرهاً حريصاً اذا راي كرامة عند المرسل اليه ولا يستوطن البلد لطيب عيشه هناك او كرامة يجدها ثم - بل يكون ناصحاً لمرسله و اخوانه و اهل بلده و ابناء جنسه و يبلغ الرسالة و يرجع بسرعة الي مرسله فيعرفه جميع ماجري من اوله الي اخره ولا يحابي في شيي من تبليغ الرسالة مخافة من مكروه يناله فانه ليس علي الرسول الا البلاغ المبين *

(b) س - اخي امس انت لم ما جئت عندي - ج - اخي كانت لي ناقة فشردت فا تبعها الناس فلم يزيد و ها الا نفورا فناديتهم باعلي صوتي خلوا بيني و بين ناقتي فاني ارفق بها - فتوجهت بين يديها فاخذت لها من كلاء الارض فرد دتها هوناً هوناً حتي جاءت في داري و استنا خت فشددت عليها رحلها *

س - اخي اي شيي من محاسن الا خلاق - ج - سيدي حسن المعاشرة واطعام الطعام و افشاء السلام و كظم الغيظ و العفو

عن الناس وصدق الحديث والوفاء بالعهد واداء الامانة وترك الخيانة والرحمة علي اليتامي والارامل ولين الكلام *

(c) حبك الشيي يعمي ويصم - حلي الرجال الادب وحلي النساء الذهب - خير الاصحاب من يدلك علي الخير - ان الحديد بالحديد يفلح - ثلثة لا امان بها البحر والنار والسلطان - خير الاشياء جديدها و خير الاحباء قديمها - صلاح الانسان في حفظ اللسان - قليل عاجل خير من كثير آجل *

FRIDAY, 16TH DECEMBER, 10 A.M. TO 1 P.M.

PERSIAN: GRAMMAR AND TEXT.

I. Give some examples from your text-books of—

(*a*) compound verbs in which the original meaning of the auxiliary is changed;

(*b*) in which the present tense is used for the future or the imperative;

(*c*) in which the past tense is used for the present.

II. Give examples in which—

(*a*) كه is used elliptically for وقتيكه

(*b*) كه takes the place of اگر

(*c*) كه is used to emphasize pronouns;

(*d*) كه is frequently omitted in conversation.

III. Give in Persian the meaning of the following words, and state which words are of Turkish origin:—

چنبر عنكبوت - عيوق - شبكوك - بالوعه - ده يهي كن - شل و كول كردن - بليط - زاگون - يكپوش - ماچ كردن - توجيه بده - قونداق - نقلي ندارد - تكليف - كهنه تو لكيها - برو زاده *

IV. Give—

(*a*) the various meanings of كه in the following couplet:—

* كه جائي كه دريا است من كيستم *
* گر او هست حقا كه من نيستم *

(*b*) the different meanings of هيچ in—

* فتادند در عقدهٔ پيچ پيچ *
* كه درحل آن ره نبردند هيچ *

V. Point out—

(*a*) the صنائع in each of the following:—

* چنين پنجروز است عيش مدام *
* به ترک اندرش عيشهاي مدام *
* بسالي زجورت جگر خون كنم *
* بيک ساعت از دل بدر چون كنم *
* كه دوشينه مغرور بودي و مست *
* ترا ومرا بربط وسر شكست *

(*b*) the جزا in each of the following couplets: analyse the second couplet:—

* كه اين را جگر خون شد از سوز و درد *
* گر آن تكيه بر طاعت خويش كرد *
* تني چند بر گفت او مجتمع *
* چو عالم نباشي كم از مستمع *

VI. State at least four of the various readings of سغبه, with the meaning of each.

* تن خويشتن سغبه دو نان كنند *
* ز دشمن تحمل زبونان كنند *

VII. Explain in Persian the allusions in the following ابيات

* که زنها ر از ین مکر و دستان وریو *
* بجاي سليمان نشستن چو ديو *
* عصاي کليم اند و بسيار خوار *
* پس انگه نمایند خود را نزار *

VIII. (*a*) Explain—

* نيّ بوريا را بلندي نکو است *
* که خاصيت نيشکر خود دروا است *
* عباي بليلانه در تن کنند *
* بدخل حبش جامهٔ زن کنند *

(*b*) The word بليلانه is changed in the above. What is original word, and the grammatical term for such a change.

IX. انائی که پر شد دگر چون پرد *

In the above the پرد means پرشود Such formation of a verb is defective. Use another word for it without altering the meaning of the sentence.

X. Why and by whom was the title of حيدر given to علي?

XI. In the following line it is not necessary to take the word مصالح as the plural of مصلحت Prove this from its derivation

* چو مرد این سخن گفت و صالح شنيد *
* دگر بودن آنجا مصالح نديد *

XII. Who was شاه مردان ? What questions were brought to him ? How did he reply ? What other reply was given ? (*This answer to be written in colloquial Persian.*)

* پسنديد از و شاه مردان جواب *
* که من بر خطا بودم او بر صواب *

XIII. Give examples of—

مستعارله - مشبه منه - بدل اشتمال - مفرس *

FRIDAY, 16TH DECEMBER, 2 TO 5 P.M.

PERSIAN: TRANSLATION.

I. Translate into Persian:

(*a*) The cattle in Turkey, though small, are strong and very serviceable. Little attention has hitherto been paid by the Government towards improving the breed. The sheep, too, are small, and their wool is of an inferior quality. Those in Asiatic Turkey are mostly of the broad-tailed kind. Their fat is much used by the natives for cooking purposes, and their milk is made into cheese. Sheep farming is carried on to a great extent both in European and Asiatic Turkey. Buffaloes for draft purposes and ploughing, and camels, as beasts of burden, are very numerous, especially in Asia Minor. Great numbers of goats are also kept; their milk is much used for making cheese. They are much prized for their fleece. A considerable quantity of rice is grown in some parts. In the south, the vine reaches perfection, and excellent wine is made. The mode of cultivation is very primitive, employing much hand-labour. The native plough is very rude, and has only one handle. Much of the harvest work is done by young women and girls.

(*b*) (1) What per-centage will he gain in this transaction.

(2) It is now nearly 6 o'clock and getting dark, come to-morrow.

(3) An envelope is required for this letter.

(4) No, I have not posted the note.

II. Translate into English:

(*a*) (١) شمیر و تفنگ روس این قدرها مرا نمي ترساند
که آمد و شد مجلس استنطاق لرزه بجان من مي اندازد -
(٢) آقا توکي تذکره گرفتي که تبریز بروی - (٣) سرکز-
سر تو بتو بمیري لوري که صورتش هیبت عزرائیل دارد -
(٤) حاجي قره علیک السلام ناشور فرمودید تو بي چند -
(٥) هرسه تاش را بردارید ببرید فردا به نچالنگ نشان
بدهیم. استنطاق بشوند والا ما سر در نمي بریم هرچه که

ایشان بفرمایند عمل مي کنیم - (٦) حسن پیله ور چه کاره است خواسته باشد پا توي کفش من بکند - (٧) من هم آخر بقدر خودم اسم و رسم دارم - (٨) از خانهٔ مرحوم قائم مقام مجري خواهرش را برداشته باز در همان شب با هر بازگشته *

(b).

* شنیدم که بر دشت صنعا جنید *
* سگي دید برکنده دندان صید *
* ز نیروي سر پنجهٔ شیر گیر *
* فرو مانده عاجز چو روباه پیر *
* پس از غرم و آهو گرفتن به پي *
* لگد خوردي از گوسفندان حي *
* چو مسکین و بي طاقتش دید وریش *
* بد و داد یک نیمه از زاد خویش *
* شنیدم که میگفت وخون میگریست *
* که داند که بهتر زما هر دو کیست *
* بظاهر من امروز ازین بهترم *
* دگر تا چه راند قضا بر سرم *
* گرم پاي ایمان نلغزد ز جاي *
* بسر بر نهم تاج عفو خداي *
* وگر کسوت معرفت در برم *
* نماند به بسیار ازین کمترم *
* که سگ با همه زشت نامي چو مرد *
* مر او را بدوزخ نخواهند برد *

(c) (۱) دیوان انہا را چه نحو بکنم ـ (۲) سجري پول مرا بیار ـ (۳) فراش در سر بازار چند ترکه به شانهٔ او زد که الف داغ کشید ـ (۴) او سیاهٔ چیزها را در جوف این مراسله فرستاد ـ (۵) او آفتاب گزي مي کند *

(d) امام ابو حنیفه رحمةالله علیه را خلیفهٔ وقت بقضا فرمود ـ گفت من شایستهٔ این کار نیستم ـ تکلیف نمودند ـ پس گفت اگر درین سخن که گفتم صادقم معذور دارید ـ و اگر کاذبم مهجور ـ بدین نکته خلاصي یافت *

* قطعه *

* زبان مرد بوقت جدال با دشمن *
* اگر حکیم و گر ابله است خنجر اوست *
* ز سر حمایت آفت کند زبان حکیم *
ولي زبان فرو مایه آفت سر اوست *

FRIDAY, 16TH DECEMBER, 10 A.M. TO 1 P.M.

URDU: GRAMMAR AND TEXT.

I. دو مسجع فقرے لکھو ایک طلوع آفتاب میں دوسرا غروب آفتاب میں *

II. الفاظ ذیل کے معنے سلیس ہندوستاني میں لکھو *

اسم با مسمي ـ عقدهٔ لاینحل ـ سیمرغ زرین جناح ـ شیر گرد ون ـ دیماس ـ گھونگھري ـ اپني ہي قدح کي خیر منانا ـ نہي عن المنکر ـ ذوذوائب ـ بدل ما یتحلل ـ دائم الاختلاج ـ با این همه عظمت و جبروت *

III. نثر و نظم ذیل کي شرح سلیس هندوستاني میں کیجئے *

(۱) هجوم نوم عرصۂ دماغ پر مستولي ہوا - (۲) تانت باجے راگ بوجھا - (۳) ہنوز میزان اشتہا اس کا لقمۂ گران سنگ طعام سے هموزن نہوا تھا کہ تیر جگر دوز اس کے دونوں پہلوؤں سے گذر گیا *

(۴) * منبتي پر اور پیت پرجوبیري کي پیڈ ائے *
* سوت ترورڑار پر پھر پاچھے پچھتائے *

(۵) * اس بحر بے ثبات میں غفلت ہی زندگي *
* کھلتے ہي آنکھ کچھہ نہیں رهتا حباب میں *

(٦) * نیرنگئ زمانہ سے آتش عجب نہیں *
* چھلا اُتارے دزد حنا دست یار سے *

(۷) * نام خدا لیا جو نکیرین کے حضور *
* مر کر بھي اي صنم مجھے اخفاي راز ہي *

IV. بیت مرقومۃالذیل میں کس قصہ کے طرف اشارہ ہی اور اس صنعت کا نام کیا ؟

* جس سے طوفان نے کیا تھا ظہور *
* ان کے نانا کے گھر کا تھا وہ تنور *

V, نفس - یقین اور علت کے کئی قسم ہیں اور ہر ایک قسم کي تعریف کیا ؟

VI. تینوں مرقوم الذیل سوالوں سے کسي ایک کا جواب دو *

(۱) دلیلیں حمق کي کتنے اور کیا ہیں ؟

(۲) مصاحب پادشاہ کا کتنے کام اختیار کیا چاھئے ؟

(۳) کونسي چھے چیزون سے اُمید بہبودي کي نرکھے

VII. ہر ایک مرقومۃالذیل سوالات کے جوابات لکھو *

(۱) کواکب - روائح - صحائف - ریاحین - لالي - ذوائب - عواقب اوٗر کائنات کے واحد کیا ہین ؟

(۲) گریبان - میزبان - غرقاب - سرشار - مرغزار - باراني - سیمرغ اوٗر بالمشافہہ کے اجزا کیا ہین اوٗر ہر ایک جز کا معنيٰ کیا ؟

(۳) مسافر - سفر - نسیہ - اوٗر ثوابت کے اضداد کونسے لفظ ہین ؟

(۴) افادہ اوٗر استفادہ مین کیا فرق ہي ؟

VIII. اِن کا بیان بکمال اختصار لکھو *

بناي خورنق یعنے سنمار - گنج شایگان - شنزبہ *

IX. (a) ہر دو مرقومالذیل بیت مین لفظ اوٗر کا معنيٰ اوٗر نام کیا ہي ؟

(۱) * ہم ہون اوٗر سایہ ترے کوچے کي دیوارون کا *
* کام جنت مین ہي کیا ہم سے گنہ گارون کا *

(۲) * مومن تم اوٗر عشق بتان اي پیرومرشد خیر ہي *
* یہہ ذکر اوٗر منہہ آپ کا صاحب خدا کا نام لو *

(b) دوسري بیت کي ترکیب کرو *

X. علامت فاعل یعنے نے کا قاعدہ مجملا لکھو *

XI. ہر ایک کي مثال لکھو *

واو معدولہ ۔ فعل غیر صحیح ۔ کنیت ۔ استفہام انکاري

نائب فاعل ۔ تمیز ۔ جملۂ خبریہ ۔ مجاز *

XII. ابیات مرقومۃالذیل میں کیا صنائع ہیں *

* قریب روي روشن طوق منت کے نرالے ہیں *

* خدا کي شان ہي ایک چاند پردو تین ہالے ہیں *

* چمن کو آبرو بخشي ہي کیا قطرات شبنم نے *

* گلے میں سرو کے نام خدا موتي کے مالے ہیں *

* سرمہ ہي سفاک شہرہ ہي نگاہ یار کا *

* سچ کہا ہي بارھہ کاتے نام ہو تلوار کا *

* خط سے پنہاں عارض رشک قمر ہونے لگا *

* رات اب برھنے لگي دن مختصر ہونے لگا *

FRIDAY, 16TH DECEMBER, 2 TO 5 P.M.

URDU: TRANSLATION.

I. Translate into Urdu:

(a) Whence comes the rain which forms the mountain streams? Observation enables you to answer the question. Rain does not come from a clear sky. It comes from the clouds. But what are clouds? Is there nothing you are acquainted with which they resemble? You discover at once a likeness between them and the condensed steam of a locomotive. At every puff of the engine a cloud is projected into the air. Watch the cloud sharply: you notice that it first forms at a little distance from the top of the funnel. Give close attention, and you will sometimes see a perfectly clear space between the funnel and the cloud. Through that clear space the thing which makes the cloud must pass. What, then, is this thing which at one moment is transparent and invisible, and at the next moment visible as a dense opaque cloud? It is the steam or vapour of water from the boiler. Within the boiler this steam is transparent and invisible, but, when the vapour mingles with the cold air, it becomes particles of water and forms a cloud.

(b) (1) The Britons destroyed many of the towns where the Romans lived.

(2) He set out for London, where he hoped to acquire wealth and fame.

(3) A true friend is known by this that he remains faithful in misfortune.

(4) So thought Milton and, what is more difficult, he acted so.

II. Translate into English :

(a) اس نثر و نظم کا ترجمہ انگریزي مین لکھدیجئے *

دابشلیم نے کہا کہ اي وزیر ناصح اگرچہ مضرت سفر کي
بہت ہي لیکن حصول فواید اس سے بھي زیادہ ہین *

(ع) * عیب مي جملہ بگفتي ہنرش نیز بگو *

اول یہہ کہ جو کوئي غربت کي محنت مین پڑتا ہي
مودب مہذب ہو جاتا ہي - اور دوسرے وہ تجربے کہ تمام عمر
کے واسطے مفید ہون حاصل ہوتے ہین - اور اکثر ترقي مراتب
سفر مین میسر ہوتي ہي خواہ بطور صوري ہو خواہ بطور
معنوي - کیا نہین دیکھا ہي تو نے کہ پیادہ شطرنج کا سفر
سات منزل کا کرکے شطرنج سے نکل کے وزیر ہو جاتا ہي -
اور ماہ چودہ دن کا سفر اختیار کرکے رتبۂ ہلالیت سے درجۂ
بدریت کو پہونچتا ہي - اور جو کہ اپنے مسکن اور سستي
آباد وطن سے قدم باہر نرکھیگا عجائب بلاد کے مشاہدے سے
محروم اور اکابر عباد کي ملازمت سے بے بہرہ رہیگا - باز
سیر و شکار کے سبب بادشاہون کے ہاتھ پر بیٹھتا ہي - اور چغد
رو پوشي اور گوشہ گزیني کي باعث سے ویرانے مین خوار و
ذلیل ہوتا ہي - اور ایک درویش سیاح نے اپنے مریدون

کو اس رباعي کے مضمون پر تحریص کرتا تھا ۔ (رباعي)

* انسان کو چاهئے که کرے سیر اؤر سفر *
* هي سیر و سفر مین مایهٔ علم و هنر *
* نکلے نه اگر کنج صدف سے باہر *
* دریا مین محال هی که هو قدر گهر *

(b) * پرتوفگن هي ابروی ساقی شراب مین *
* دو ماه نو کا جلوه هي اک آفتاب مین *
* جتنا کهلائے یار غم هجر کهائے *
* دعوت کا هي طعام نهین یهه حساب مین *
* نازک دلون کو قید تعلق سے کام کیا *
* پاي گل سوار نه دیکها رکاب مین *
* دل کو میرے نه کیجئے چاه ذقن سے دور *
* ماهي کي زندگي هي وه جب تک هی آب مین *
* مصحف کا دیکهنا بهي عبادت هي اي اسیر *
* ناظر هین روي یار کے داخل ثواب مین *
* آزرده هو که خوش هو مین کهتا هون صاف صاف *
* هان هان نهین پسند تمهاری نهین مجهے *

(c) * هی خدا کا وه ایک شمهٔ نور *
* جس سے روشن هي آسمان کا تنور *
* کرتے اس کو لگے نه ذره دیر *
* مهر و مه کو بشکل نان و پنیر *
* کیا اس نے بعرصهٔ ایک آن *

* نقل اختر سے پر سپہر کا خوان *

* وہ کروڑون نعم کو لذت دے *

* ذایقے مین زبان انسان کے *

* کس زبان سے ہو اس کا شکر ادا *

* نعمتین کیا کیا اس نے کین پیدا *

(d) پھر طرفین سے سوار و پیادے غول کے غول اور غٹ کے غٹ پرے کے پرے نمود ہوے گرد و غبار اس قدر اڑا کہ زمین و آسمان نظر آنے سے رہگیا - کوس حربي کي آواز بلند ہوي اور طبل جنگي کي صدا پیہم آنے لگي - نقیب پکارنے لگے - اور کڑکھیت للکارنے - سور ساونت ہتھیار سجنے لگے - اور مارو ہر طرف بجنے لگے - برق صوردم کي صدا سے رعد تھرا اُٹھا - اور بہادرون کے نعرے سنکر جلاد فلک کانپ گیا *

III. Write an Essay in Urdu on "Flowers."

پھولون کا بیان اردو مین تا وسع امکان تحریر کرو *

FRIDAY, 16TH DECEMBER, 10 A.M. TO 1 P.M.

TAMIL: TEXT-BOOK AND GRAMMAR.

I. (*a*) நளன் கதை யாருக்கு யாரால் எச்சமயத்தில் சொல்லப்பட்டது?

(*b*) கலிநீங்கு காண்டத்தி லடங்கிய கதையைச் சுருக்கி யிருபது வரிகளுக் கதிகப்படாம லெழுதுக.

(*c*) 1. பழமொழி என்றாலென்ன? 2. அதற் கிலக்கணமெப்படி? 3. அது அப்பெயர்கொண்ட செய்யுளுக் கெப்படி யமைந்தது? 4. பழமொழிநூலாசிரியர் யார்?

5. அவர் மதமும் காலமுமெவை? 6. அவற்றை யெப்படி யறியலாம்?

II. அடியில்வரும் இரண்டு செய்யுட்களுக்கும் பொழிப்புரை யெழுதுக:—

(a) நீக்கடவுடந்த வரத்தைத் திருமணத்தில்
ஆக்கியருளா லரவரசை - நோக்கி
அடைந்தா னடைதலுமே யாரழலோனஞ்சி
உடைந்தான் போய்ப் புக்கானுவந்து.

(b) காப்பான் மடமகள் காப்பான் கைப்பட்டிருந்தும்,
மெய்ப்பாட்ட தென்றுண்ணுளாயினுள் - தீப்புகைபோன்
மஞ்சாடு வெற்ப மறைப்பினுமாகாதே
தஞ்சாதி மிக்குவிடும்.

III (a) மேற்கண்ட விரண்டனுள் முதற்பாட்டில் "அரவரசு" என்பதிலுள்ள புணர்ச்சிக்கு நன்னூற் சூத்திரத்தைத் தெரிவிக்க.

(b) 1. "அடைதலும்," 2. "புக்கான்," 3. "ஆக்கி"- இப்பதங்களுக்குப் பகுபத உறுப்பிலக்கணத்தைத் தெரிவிக்க.

(c) 1. நீக்கடவுள் தந்த வரம் யாது? 2. அது எச்சமயத்தில் தரப்பட்டது? 3. இச்செய்யுளின் கதா சந்தாப்பமென்ன?

IV. (a) இரண்டாவது பாட்டில் 1. "மேய்ப்பு," 2. "தீ," 3. "மிக்குவிடும்," இவற்றிற்கு முடிபு கூறுக.

(b) அப்பாட்டிலுள்ள உம்மைகளுக்குப் பொருளென்ன?

(c) அதிலுள்ள ஏகாரத்திற்குப் பொருளென்ன?

V. அடியில் வருஞ் செய்யுட்களை வசனக்கிரமமாக எழுதுக:—

(a) மேலாடை வீழ்ந்ததெடு வென்று னவ்வளவில்
நாலாறுகாத நடந்ததே - தோலாமை

மேல்கொண்டா னேறிவர வெம்மைக் கலிச்சூதின்
மால்கொண்டான் கோல்கொண்டமா.

(b) குறைத்துக்கொளப்பட்டார் கோளிழுக்குப்பட்டுப்
புறைத்தெழுந்து போகினும் போவர் - அரக்கில்லுள்
பொய்யற்ற வைவரும் போயினரில்லையே
உய்வதற் குய்யா விடம்.

VI. (a) மேற்கண்ட இரண்டனுள் முதற்பாட்டில் "மேல் கொண்டான்" யார்? "மால்கொண்டான்" யார்?

(b) "மேல்கொண்டான்" என்பது இலக்கண விதிப்படி எப்படி இருக்கவேண்டும்? அதற்கு நன்னூற்சூத்திரமெது?

(c) இரண்டாவது பாட்டில் "அரக்கில்லுள்" எனபதற்குத் தொடர் கூறுக.

(d) "கோளிழுக்குப்பட்டு" வேற்றுமைத்தொடரா, அல்வழித்தொடரா? விரித்துக்காட்டிப் பொருளுடன் விடையெழுதுக.

(e) முதலிரண்டு பாட்டுகளிலுள்ள ஏகாரங்களுக்குப் பொருள் கூறுக.

(f) இரண்டாவது பாட்டில் ஐவரைப்பற்றிய கதையைச்சுருக்கமாக நாலைந்து வரிகளுக்கதிகப்படாமலெழுதுக.

VII. (a) "மாத்தொழிலு மித்தொழிலு மாற்றுதியோ வென்றுரைத்தான்" இதில் மாத்தொழிலெது, இத்தொழிலெது?

(b) 1. "சந்திரன் சுவர்க்கி," 2. "இருதுபர்ணன்," 3. "புரந்தரன்," 4. "பீமன்," 5. "வாசுகன்"-இவர்கள் யார்?

(c) 1. "கண்படா வேலைக்கரை," 2. "முற்றன் பாற்பாரளிப்பான்," 3. "கடிஞை" - இவற்றிற் கர்த்தமென்ன?

(d) கலிபுருஷன் நளராஜனுக்குக் கொடுத்த வரம் யாது?

VIII. (a) "காப்பானிற் பார்ப்பான் மிகும்" என்று முடிகிற செய்யுளின் கருத்தை யெழுதுக.

(*b*) " முயல்விட்டுக் காக்கை தினல்," " நாய்பெற்ற தெங்கம்பழம்" - இவை எவற்றை விளக்கச் சொல்லப்பட்டன?

(*c*) (1) " யானையால் யானையாத்தற்று"
(2) " புல்வாய் வழிப்படுவோரில்"
(3) " முறைமைக்கு மூப்பின்மையில்"
(4) " நீர்வரையவா நீர் மலர்"
(5) " தம்மைத் தாமார்க்கும் கயிறு"
இவற்றிற்கு அர்த்தம் எழுதுக.

(*d*) (1) " ஏவலாளுருஞ் சுடும்."
(2) " கறவைக்கன்றூர்ந்தானைத் தந்தையு மூர்ந்தான்."

இவற்றிற் குறிப்பிட்ட கதைகளை இரண்டு மூன்று வரிகளுக்குள் தெரிவிக்க.

IX. (*a*) அரிச்சந்திரன் கதை ஆதியில் யாருக்கு யாரால் உரைக்கப்பட்டது?

(*b*) லோகிதாசன் பாம்பினாற் கடிபட்டிறப்பதற்குக் காரணமென்ன?

(*c*) வீரவாகு முற்பிறப்பில் யாவன்? என்ன காரணத்தால் புலையனாகப் பிறந்தான்?

X. (*a*) 1. "அந்தணர் அறுதொழில்," 2. "திரிகரணம்," 3. " பஞ்சாங்கம்," 4. " ஐந்தரு" - இவை யெவை?

(*b*) (1) " நார்த்தொடுத் தீர்க்கிலென் நன்றாய்ந்தடக்கிலென," (2) " இடும்பைக் கிடும்பை," (3) " ஊறி உவர்த்தக்க வொன்பது வாய்ப்புலன்," (4) " கோதிக்குழும்பலைக்குங் கும்பம்," (5) " கூத்தாட்டவைக்குழாத்தற்றே பெருஞ் செல்வம்" - இவற்றிற் குறை யெழுதுக.

(*c*) அடியில் வரும் பதங்களுக் கர்த்தமெழுதுக.
(1) வன்மீகம், (2) புற்கைப்போனகம், (3) வடவிருக்கம், (4) ஆவணம், (5) அந்தரியாமி, (6) அரம்பை, (7) அரியணை, (8) அலக்கண், (9) உவாமதி, (10) கந்தரம்.

FRIDAY, 16TH DECEMBER, 2 TO 5 P.M.

TAMIL: TRANSLATION AND COMPOSITION.

I. Translate into Tamil:—[See Urdu Translation paper, pages xxxii & xxxiii.]

II. Translate into English:

(1) பின்பு சுக்கிரனும் யமனும் கலியும் எய்தி இறைவ! நீ எங்களால் பட்ட இன்னலுக்கு ஓர் எல்லை இன்று. ஆயினும் நீ நீதியும் வாய்மையும் இறையளவும் திறம்பாதிருந்தனை; உன்னோடொப்பார் உலகில் எங்குமில்லை; உன் புகழ் இரவியும் இந்துவும் உள்ளவரையில் நிலைபெறுக; இம்மையும் மறுமையும் இடையறா இன்பமே நுகர்வை; யாங்கள் இயற்றிய இன்னலை இதயத்து எண்ணேலென இயம்ப, அவர்களைத் தொழுது உங்கள் அருளால் அன்றோ இடர்க்கடல் கடந்தேன் என்று கூறி வணக்கத்துடன் இருந்தனன்.

(2) நக்ஷத்திரகனும் அகமகிழ்ச்சியோடு பொருள் பெற்றுக்கொண்டு பின்னும் அரசனை நோக்கி வள்ளால்! நீ தந்த வெறுக்கை முற்றும் நின்னோடு இடருழன்று பசி நோன்று இதுகாறும்பின் தொடர்ந்த எனது கூலிக்கு அமைவதாயிற்று. இன்னும் முனிவர்க்குள்ளது சேரவேயில்லை; வேறு விரகேதேனும் இயற்றி அவர்க்குத் தரவேண்டும் தனம் தேடித்தருக. இன்னும் தவணையுஞ் சிறிதே உள்ளது. இதற்குள் அது தந்து உன் உண்மையை நிலைபெறுத்துக என அறைந்தான்.

(3) ஒற்றைத்தனியாழித் தேரொன்ன வோடுவதோர்
கொற்ற நெடுந்தேர் கொடுவந்தேன் - மற்றிதற்கே
போந்தேறு கென்றுரைத்தான பொம்மென்றளிமுரலத்
தீந்தேறல் வாக்குந்தார்ச் சேய்.

(4) உள்ளதொருவ ரொருவர்கை வைத்தக்காற்
கொள்ளும்பொழுதே கொடுக்க தாம் - கொள்ளார்

நிலைப்பொரு ளென்றதனை நீட்டித்தல் வேண்டா
புலைப்பொருடங்கா வெளி.

(5) நடக்க நடக்க வழி தொலையவில்லை.

(6) என் அருமையான சினேகிதனை நான் ஆறு மாசமாய்ப் பார்க்கவில்லை.

(7) சந்திரன் இப்பொழுதிருப்பதிலும் பூமிக்குச் சமீபமாயிருந்தால் பெரிதாய்த் தோன்றும்.

(8) இந்தப் புஸ்தகங்களில் ஒன்றுவிட்டொன்று எடுத்துக்கொள்.

III. Write an Essay in Tamil on "Flowers."—"புஷ்பங்கள்"-இதைப்பற்றிச் சுருக்கமாயெழுதுக.

FRIDAY, 16TH DECEMBER, 10 A.M. TO 1 P.M.

TELUGU: TEXT-BOOK AND GRAMMAR.

I. (*a*) నిర్వచనోత్తర రామాయణమును రచించిన కవి యెవరు? అతఁడే కాలపువాఁడు? అతఁడు రచియించిన గ్రంథాంతరములేవి? నిర్వచనోత్తరరామాయణ మెవ్వరి కంకితము చేయఁబడెను? ఆ కృతిపతి యేదేశపురాజు? ఉత్తరరామాయణము తెలుఁగున మఱి యెవ్వరిచేఁగూడ రచియింపఁబడినది?

(*b*) హరిశ్చంద్రోపాఖ్యాన మే పురాణములోనిది? హరిశ్చంద్రకథను తెలుఁగునఁ బద్యకావ్యముగా రచియించిన వారెవ్వరెవ్వరు? దానిని ద్విపదకావ్యముగా రచియించినవారెవ్వరు?

II. ఈ క్రింది పద్యములకు మాఱుపదములతో దండాన్వయము వ్రాయుఁడు:—

(*a*) మనలన్ ధూర్జటితోడ గోసడఁచి కామధ్వంసి పట్టీకవాం
డనిచక్రాంకునిఁ జూపి పోవిడ సురేంద్రాదుల్సరోజాక్షునిం
గని యొగ్గుల్ప్రకటించినం గినిసి లోకంబుల్వినంగా నతం
డనుమానింపక పూనె దైత్యకులసంహారంబుఁగావింపఁగన్

(b) సర్పారాలిపయి న్నిజాంగములపైఁ జంచద్భుజాఖీలతన్
దర్పంబేర్పడ నెక్కఁబెట్టనటులా దైతేయవీరు ల్దిశా
సర్పద్దీప్తిసటాజటాలపటుశస్త్రవ్రాతము ల్సాంద్రమై
యూర్పోకుండఁగ ముంచిన స్మరహరుం డుద్దామకోపాగ్నియై.

(c) స్ఫురదురుకీర్తిమంతు లగుపుత్రులఁ గాంచినఁగాక మూఢము
ష్కీరులఁ గనంగఁ దేజములు గల్గవుగా మణికీలితాంగుళా
భరణము లంగుళంబుల శుభస్థితిఁ బెట్టినఁగాక గాజుటుం
గరములఁ బెట్టినందున వికాసము గల్గుట యెట్లు భాస్కరా.

III. (a) ఈ క్రింది దృష్టాంతము లేయే నీతులను స్థాపించుట కయి తేఁబడినవి?

(1) చీరలు నూఱుటంకములు చేసినవైనను బెట్టెనుండఁగాఁ
జేరి చినింగిపోఁ గొఱుకుచిమ్మట కేమిఫలంబు?

(2) పూసినబంగరుం జెదరి పోవఁగడంగిన నాఁడునాఁటికిన్
డాసిన రాగి గానఁబడ దాజను లెల్ల నెఱుంగ?

(3) జ్వలనుఁడు గానఁ గాల్చుతఱి సఖ్యముఁ జూపెడు వాయుఁదేవుఁడా
బలియుఁడు సూక్ష్మదీపమగు పట్టున నార్పనుగాదె?

(b) ఈ క్రింది నీతులను స్థాపించుటకయి తేఁబడిన దృష్టాంతము లేవి?

(1) పండితులైనవారు దిగువందగనుండఁగ నల్పుఁడొక్కఁ డు
ద్దండతఁ బీఠమెక్కిన బుధప్రకరంబుల కేమియొగ్గగున్?

(2) బంధుర సద్గుణాఢ్యుఁ డొక పట్టున లంపటనొందినైన దు
స్సంధి దలంపఁ డన్యులకుఁ జాలహితం బొనరించుఁగాఁక.

(3) సిరిగలవాని కెయ్యెడలఁ జేసినమేలది నిష్ఫలంబగున్
నెరి గుఱిగాదు బీదలకు నేర్పునఁ జేసిన సత్ఫలంబగున్

(c) భాస్కరశతకమునందుఁ దఱచుగాఁ గడవఱకు నున్న యలంకారమేది? దాని లక్షణమేమి?

(*d*) భాస్కరశతకము నందలి పద్యాది వర్ణములు ఏ క్రమమున నమర్పఁబడియున్నవి ?

IV. (*a*) ఇనుముం గూడినయగ్గి సమ్మెటపెట్లంబోలె, అవశ్య మనుభోక్తవ్యం కృతంకర్మశుభాశుభమ్, ఆతనికిఁ గోపం బుదయించుట నీళుల నగ్నిపొడముట, మనిపాత మానికంబులు, నేయిఁ ద్రావిన దాహంబు తీఱునె—ఇవి మీ హరిశ్చంద్ర చరిత్రమునం దేయే సందర్భముల వచ్చినవి ?

(*b*) ఈ దిగువ వాని తాత్పర్యమును వివరింపుఁడు—

(1) అట్టివాఁడు కింశుకకుసుమంబుచందంబున నామోదంబు లేకుండు. (2) దేహాత్మలట్లు ప్రజాప్రజాధినాథు లన్యోన్య శోభావిరాజమానులయి యుండవలెను. (3) అందని మ్రానిపండ్ల కఱ్ఱులు సాచుట నిష్ఫలంబని మీ రెఱుంగరె ? (*c*) అతివృష్ట్యనావృష్ట్యాది భయంబులులేక నెలకు మూఁడువానలు నిండఁ గురియుచుండు—అతివృష్ట్యాది బాధల కేమని పేరు? అవి యెన్ని? ఏవి ? (*d*) ఆ చిగురు సెజ్జం బవ్వళించినది యఖిలవినుత భూపాలశార్దూలమదవిపాటనచణ మృగేంద్రుండగు హరిశ్చంద్రనరేంద్రుండు—దీని కర్థవివరణముచేసి, "పవ్వళించినది......నరేంద్రుండు"—ఇది సాధువగునో కాదో కారణముతోఁ దెలుపుఁడు.

V. ఈ క్రిందివానితో సంబంధించిన యితిహాసములను వ్రాయుఁడు—

(*a*) పూర్వమునన్ హిరణ్యకశిపుప్రభృతు ల్దనచేతఁ జచ్చినన్ గర్వముమీఱి యున్కి మురఘస్మరుఁ డెట్లు గడంగు.

(*b*) విజయబలాఢ్యుఁ డర్జునుఁడు వీరపరాక్రమమొప్ప దేవతా గజమును డించితెచ్చి వ్రతకార్యముఁ దీర్పఁడె తొల్లి.

(*c*) త్రిశంకుమహారాజు నమరానీకంబెల్ల నొల్లకున్నను బొందితోఁ గైలాసంబునకుఁ బంపఁడె ?

VI. (*a*) రెండవ ప్రశ్నములో దండాన్వయమునకిచ్చినవి ఏ వృత్తములు ? ఏ మార్పుచేసినయెడల మొదటి (*a*) వృత్తముయొక్క లక్షణము రెండవ (*b*) వృత్తముయొక్క లక్షణముతో సరిపోవును ? రెండవ (*b*) పద్యముయొక్క ప్రథమ చరణములో సర్పశబ్దమునకు మాఱుగా దాని పర్యాయపదము (Synonym) నొకదానినిజేర్చి గణభంగము కలుగకుండునట్లు మొదటి (*a*) వృత్తముగా మార్పుఁడు.

(*b*) మాలినీ వృత్తలక్షణమేమి ?

(*c*) ఈ క్రిందిపాదముల గణవిభాగముచేసి యతిస్థానములఁ జెప్పుఁడు—(1) సమరమందు రాక్షసశ్రేణిఁ గూల్చుట. (2) వనమున సుఖముండె దనుజవర్గము గొలువఁగ.

VII. (*a*) స్ఫారీభవన్మూర్తి, నభశ్చరంపుఁ బురము, ఎంతవిద్యవాఁడు, భువనపేటిక, శిరీషకుసుమసుకుమారశరీరులు—వీనికి విగ్రహములను దెలుపుఁడు.

(*b*) నెన్నుదురు, కట్టెదుట, కావుతమని, తుత్తునియలు, సొరువుటాకులు, కొణిదెఁడు, కనికాట్లు, ఎఱుఁగునంతకు—వీనియందలి పదములను విడఁదీసి సంధికార్యములను వివరింపుఁడు.

(*c*) అనిన రాఘవకుంజరుండు—ఇక్కడ కుంజరశబ్దార్థమేమి ? ఏయే శబ్దములు తా ముత్తరపదములగు నప్పుడీయర్థము నిచ్చును ? మీ పుస్తకమునుండి రెండుదాహరణము లిండు.

VIII. (*a*) తమి, నారి, రాక, అనయము, కరము, ప్రతి—ఇవి తత్సమములయినప్పుడర్థమేమి ? దేశ్యము లయినప్పుడర్థమేమి ?

(*b*) నికాయము and కాయము, ఆదరము and దరము, కరుణము and కరుణ, ఉపాయనము and ఉపాయము—వీని యర్థభేదములను దెలుపుఁడు

(*c*) ఆశ్రావిత నామధేయులు, ఆఁడివోవు, ప్రశ్రయవతి, ఆర్జవశాంతిదాంతినియమాదులు, కాయికవాచికాత్మికవికారములు,

పొంపిరివోవు, మృత్యువుంగావంగోరు, వేధోండకరండము, నిష్యంద మరందతుందిలమందాకిన్యరవిందనందదిందిందిరసందోహము, తారకాకాంతకాంతకాంతంబు—వీని కర్థములు వ్రాయుఁడు.

(*d*) సాగరము, ధాత్రీధరము, సమరము, వెన్నెల, తొలినుడులు, మున్నీరు—వీనికి వ్యుత్పత్త్యర్థములను వ్రాయుఁడు.

IX. (*a*) హంస, తెలుఁగు, శంఖము, చనువు—వీనిలో దేశ్యములేవో సంస్కృత సమములేవో సహేతుకముగా వ్రాయుఁడు.

(*b*) మోసల, ఉంగుటము, సీతు, సాన—వీని ప్రకృతులను దెలుపుఁడు.

(*c*) చచ్చు, వచ్చు, తెచ్చు, ఇచ్చు, మెచ్చు, చొచ్చు,—వీని తుమున్నర్థకరూపములను వ్రాయుఁడు.

(*d*) తోడ వర్ణకము ఏ యర్థములందు వచ్చునో తెలిపి యుదాహరణములుగా చిన్నవాక్యములను గల్పింపుఁడు.

(*e*) తద్ధితము, కృదంతము, షష్ఠీవిభక్తికాంతము, అనగానేమో వివరించి రెండేసి యుదాహరణములిండు.

(*f*) కదియఁబడి—ఇక్కడ పడు అనునది యేయర్థమున వచ్చినది? సామాన్యముగా నెప్పుడువచ్చును?

X. (*a*) నందకమునను వివిధగతిఁ దునియలౌ నేయుచు—నందక మెవరియాయుధము? అతని కాయుధములెన్ని? అవి యేవి?

(*b*) మూర్ఛపోకనిలిచి—'పోక' సకర్మకమా? అకర్మకమా? ఇక్కడ <u>పోక</u> కర్థమేమి?

(*c*) చుట్టుమని—ఇక్కడ ముగాగమ మేలవచ్చినది? ఇట్టిచోట్ల మఱి యే వర్ణముగూడ నాగమమగుచున్నది? రెండుదాహరణము లిండు.

(*d*) కవయఁ జూతురు చేతురు చెడ్డహాస్యముల్—ఇ

క్కడ ‘చూతురు చేతురు’ అను రెండురూపములును సాధువులగు నో కావో సహేతుకముగా వ్రాయుఁడు.

(*e*) శిశుపాలుఁడుదంతవక్త్రుఁడున్......హతంబగుట. —ఇక్కడనేమి వ్యాకరణదోషమున్నది?

FRIDAY, 16TH DECEMBER, 2 TO 5 P.M.

TELUGU: TRANSLATION AND COMPOSITION.

I. **Translate into Telugu:—[See Urdu Translation paper, pages xxxii & xxxiii.]**

II. **Translate into English:**

(1) ఆని బృందారకవందిబృందములమందానందముంబొందికీ
ర్తనసేయం ద్రిదివంబుముట్టి కొనసుద్గామప్రతాపంబునన్
దనుజానీకము చేరకుండ నడుమ న్వారింపఁగాఁ బూని చ
య్యన నేగెం బతగేంద్రపక్షపవనవ్యాధూతదిగ్భిత్తియై.

(2) స్థిరతరధర్మవర్తనఁ బ్రసిద్ధికి నెక్కిన వాని నెక్కుము
ష్కరుఁడలి నీచవాక్యములఁగాదనిపల్కినఁదన్మహత్త్వముం
గొఱఁతవహింపదెయ్యెడ నకుంఠితపూర్ణసుధాపయోధిలో
నరుగుచుఁగాకిరెట్టయిడినందునదూషితమేమిభాస్కరా.

(3) ఆ వృద్ధరాజు రాజ్యమును శక్తిసంపన్నులయి యల్ప వయస్కులయి యున్నవారిమీఁదఁ బెట్టి తా నిఁకఁ బారమార్థిక చింతతోఁ దత్త్వ విచారము చేయుచుఁ గాలము గడపుట యుచితమని తలఁచి, తన ముగ్గురు కొమార్తెలను దగ్గఱకుఁ బిలిచి, వారికిఁ దనమీద నెంతెంత ప్రేమయున్నదో వారినోళ్లనుండియే తెలిసికొని, వారివారికిఁగల ప్రేమకుఁ దగినట్లుగా రాజ్యమును వారికిఁ బంచి యియ్యవలయునని యుద్దేశించెను.

(4) ఖగంబు లాకాశంబున శ్రేణులుగట్టి కలకలనినాదంబు సేయుచు గూళ్లకుం బోవుచున్నవి. పశువులు శ్రవణానందముగా గొల్లపిల్లలూఁదు పిల్లనగ్రోవుల వినుచు నిండ్లకుఁబోయి గోష్ఠములఁ దమరాక కెదురుచూచు చిన్నిముద్దుదూడ లంభాయని యఱవ నాకదుపులం గనుటవలనఁ దమకుంగలిగిన సంతసంబు వెలికిఁ దోఁపఁ దిరిగి యంభాయనుచు వానికోమలమృదుదేహంబులు నాకుచుఁ బాలం గుడుపుచున్నవి. సంధ్యాసమయంబయ్యె నని యమాత్యుండు పలికిన నదియు నొకయపశకునంబుగాఁ దలంచి యారాజు సింహాసనంబుననుండి లేచి కాలకృత్యంబులఁ దీర్చ నంతఃపురంబున కరిగె.

(5) (*a*) పిడుగులపిండుబిట్టులియుపెల్లునవిష్ణుఁడుశంఖ మొత్తినన్.

(*b*) ఓడల బండ్లును బండ్ల నోడలు దక్క్రకవచ్చు

(*c*) కోఱలు పెఱికిన పాపఱేనివలె.

(*d*) సిరిరా మోఁకా లొడ్డనేల?

III. Write an Essay in Telugu on "Flowers."—పుష్పములను గుఱించి తెలుఁగుభాషలో ఒక వ్యాసము వ్రాయుఁడు.

FRIDAY, 16TH DECEMBER, 10 A.M. TO 1 P.M.

KANARESE: TEXT-BOOKS AND GRAMMAR.

I. ಕೆಳಗಿನ ಪದ್ಯಗಳ ದಂಡಾನ್ವಯವನ್ನು ಬರೆಯಿರಿ :—

1. ಮುಸುಕಿತೋ ಕರ್ಣಪ್ರತಾಪದ । ಬಿಸಿಲುಪಾಂಡವ ಕುಮುದಕಾನನ ವಿಸರವನು ವಿಗ್ರಹದ ಮುಖಳೇಸೆನುತ ಕುರುಸೇನೆ॥ ಮಸಗಿದಂಬುಧಿಯಂತೆ ಮಿಗೆ ಗರ್ಜಿಸಲು ಗರುವರ ಗಾಢ ಶೌರ್ಯದ ಬೆಸುಗೆ ಬಿಡೆಗಾಂಡಿವದದನಿದೋರಿದನು ಕಲಿಪಾರ್ಥ॥

2. ಬಾಣ ಹತಿಗುಕ್ಕುಡಿದು ಸುಭಟ । ಶ್ರೇಣಿ ಜರುಗಿತು ಶೌರ್ಯ ನಗರದ । ವಾಣಿಯರು ಹೊಕ್ಕೆಟ್ಟು ಹೋಗಾಡಿದರುರಿಣವ।

ಗೋಣಗೊಯ್ಲಿನ ಕಾರಣದಮುಂ । ಗೇಣಿಗಾರನು ಪೊಳಗಿದನ ಘಡ।
ಕೇಣವಿನ್ನೇಕೆನುತ ಕೈದೋರಿತು ಭಟವ್ರಾತ॥

(a) ಒಂದನೇ ಪದ್ಯದಲ್ಲಿ ಗುರುತುಮಾಡಿದ ವಾಕ್ಯದಲ್ಲಿ ಅಲಂಕಾರ ಯಾವದು ?

II. (a) ಹರಿಗೆ ಕೈಮುಗಿದೆರಗಿ ತೇರಿನ
ಹರಿಗೆ ವಂದಿಸಿ ನಿಜಪತಾಕೆಯ
ಹರಿಗೆ ನಮಿಸಿ ನಿಜಾಯುಧಕೆ ಪೊಡಮಟ್ಟು ಕೈಮು
ಗಿದು।
ಹರಿಧನಂಜಯ * * *
* * * * * *
* * * ಗಳ್ಗ ಗಭಿವಂದಿಸಿದ ನಾಪಾರ್ಥ.

ಇದರಲ್ಲಿ 'ಹರಿ' ಶಬ್ದದ ಬೇರೆ ಬೇರೆ ಅರ್ಥಗಳನ್ನು ಹೇಳುವದು.

2. ಬಾಣಾವಳಿಯ ತಡಿಕೆಯಲಿ ಹೊಯ್ವ್ವು ನಕುಲ
ಜಾತಿಗಳ.

ಇಲ್ಲಿ 'ನಕುಲ ಜಾತಿಗಳ' ಎಂಬುದರ ಶ್ಲೇಷಾರ್ಥವೇನು ?

3. ಹೇಳ ಫಲವೇನಿನ್ನು ಮುಂದಣ ಕಾಳಗದ ಕರ್ಣಾ
ಮೃತದ ಮಳೆಗಾಲಮಾದುದು ವಿಲೋಚನದ ಮಳೆಗಾಲ ವಾಯ್ತೆಂದ

ಇಲ್ಲಿ 'ಮಳೆಗಾಲ ವಾಯಿತು' ಎಂಬುದರ ಎರಡರ್ಥಗಳನ್ನು ಬರೆಯಿರಿ

(b) ನೆಲನರಾಜ್ಯಶ್ರೀಯ ತುರುಬಿಂ
ಗಳುಕದಂಘ್ರ್ಯುಸುವ ವಿರೋಧಿಯ
ಲಲನೆಯರಶ್ರುತಿ ಪತ್ರಶೀಳಲಿ ಸಾಲಹಿಂಗಿತಲಾ.

ಇದರ ತಾತ್ಪರ್ಯವನ್ನು ಅಲಂಕಾರ ರಹಿತವಾಗಿ ಬರೆಯುವದು.

ಸಾಲ ಅಂದರೆ ಯಾವದು ?

III (a) ಕೆಳಗಿನ ಗಾದೆಗಳು ಯಾವ ಸಂದರ್ಭಗಳಲ್ಲಿ ಉಪ
ಯೋಗಿಸಲ್ಪಟ್ಟಿವೆ ? ಇಲ್ಲಿ ಅವುಗಳ ಅರ್ಥವೇನು ?

(i) ದಿನೇಶನ ಪೋಳಪನು ಮುದಿಗೂಗೆ ಪೆಂಚಿದು. (ii) ಕೂಟಗಿರಿಯೊಲಿ ಕಡಲು ಮುಳುಗುವದೇನು ? (iii) ಅಹಿಮಂಜರನ ಮುರುಕವ ಕೊಂಬುದೇ ? (iv) ಎಸ್ಲಾ ಬಂದಾಗ್ಯೆ ಕಂಣಾ ಮುಚ್ಚಿಕೊಂಡನು.

(b) 'ನೃಪಾಲನ ಮೂಗನಾರಿಗೆ ಮಾರಿದಿರಿ, ಕೊಂಬುವರು ನಾವಲ್ಲ' ಇದು ಯಾರು ಯಾರಿಗೆ ಹೇಳಿದ್ದು' ಇದರ ವ್ಯಂಗ್ಯಾರ್ಥವೇನು ?

(c) 'ಭರತ ಭಾಷೆಯೊಳಾ ವಿಧಾವಂತರು ವಿರಾಟನ ಮನೆಯೊಳಿದ ನಾರರಿಯರೇ ನಾವೆತ್ತ ಬಲ್ಲೆವು ನಿಮ್ಮ ವಿದ್ಯೆಗಳಾ ?' ಇದರ ಅರ್ಥ ವಿವರಿಸುವದು. ಈವ್ಯಂಗ್ಯೋಕ್ತಿಯನ್ನು ಕರ್ಣನು ಅರ್ಜುನನ ಯಾವ ಮಾತುಗಳಿಗೆ ಪ್ರತ್ಯುತ್ತರವಾಗಿ ಹೇಳಿದ್ದು ?

IV. (a) 1. ಲಕ್ಷ್ಯ ಲಕ್ಷಣ ಭೇದ ಭಂಗಿಗಳು, 2. ಬಕವಿಡಂಬನ, 3. ಗುಣದಲಿ ಸಮತ್ಸರ ಮಾನಿಸನೆ, 4. ಮೇಗರೆನುಡಿಯು, 5. ಆಗು ಹೋಗುಗಳು, 6 ವಳಿಕಂಠಗತ ಬಾಹಿರನು, 7. ನಂಟೂರತ್ನ ಎರಡೂ ಉಳಿಯುವಂತೆಮಾಡು, 8. ನಾಲ್ಕೂ ಕಾಲುಗಳನ್ನೂರಿ ಧರ್ಮವು ಸಂಚರಿಸುವಂತೆ.

ಇವುಗಳ ಅರ್ಥ ವಿವರಿಸುವದು.

(b) ಷಡಂಗಗಳ್ಯಾವವು ?

(c) 'ಪ್ರಳಯ ಸೂರ್ಯರ ವಹಕವೊ.'—ಇದರಲ್ಲಿ ಸೂರ್ಯರ ಎಂತ ಬಹುವಚನ ವನ್ಯಾವ್ಯತಕೆ ಉಪಯೋಗಿಸಿರುತ್ತೆ ?

(d) ಶಬ್ದ ಬ್ರಹ್ಮಮಯ, ಅಹಂ ಬ್ರಹ್ಮಸ್ವ. ಇವುಗಳಲ್ಲಿ ಬ್ರಹ್ಮವೆಂಬ ಶಬ್ದದ ಅರ್ಥ ವೇನು ?

V (a) ಹೂತುದುರುಹಿಗಳು, ತ್ರ್ಯಯಂಬಕ. ಇವುಗಳ ಅವಯವಾರ್ಥ ನಿಷ್ಪತ್ತಿಗಳನ್ನು ವಿವರಿಸಿ ಸೂತ್ರಗಳನ್ನು ಕೊಡಿರಿ.

(b) ಜಾಳುವಾತು, ಕಿರುವನಿ, ಹೆಬ್ಬುಲಿ, ಕಟ್ಟಾಳು—ಈ

ಶಬ್ದಗಳನ್ನು ಸಂಧಿ ಇಲ್ಲದಂತೆ ವಿಂಗಡಿಸಿ ಬರೆಯಿರಿ. 'ಏಳು,' 'ಉಣ್ಣು,' ಶಬ್ದ ಗಳಿಗೆ ಇಸು ಪ್ರತ್ಯಯವನ್ನು ಪರಮಾಡಿ ಸಂಧಿ ಮಾಡಿರಿ.

(c) 'ಕಿವಿಯೊಾರೆ ಸವಿ' ಇದರಲ್ಲಿ ಆರೆ ಎಂಬದನ್ನು ಕೇರಿಸುವದರಿಂದ ಅರ್ಥ ವಿಶೇಷವೇ ನಾಗುತ್ತೆ?

VI. (a) ಕಾಲತ್ರಯಗಳಲ್ಲಿಯೂ ಏಕರೂಪವುಳ್ಳ ನಾಲ್ಕು ಧಾತುಗಳನ್ನೂ, ಪುರು ಪ್ರತ್ಯಯಗಳನ್ನು ಹೊಂದದನಾಲ್ಕು ಧಾತುಗಳನ್ನೂ ಒರೆಯಿರಿ.

(b) ಕಾರಕಾರ್ಥ ವೆಂದರೇನು? ತ್ರಿತಿಯಾ ವಿಭಕ್ತಿಯು. ತೋರಿಸುವ ಕಾರಕಾರ್ಥಗಳನ್ನು ವಿವರಿಸಿ ಉದಾಹರಣೆ ಕೊಡುವದು.

(c) 'ಜನ' ಎಂಬ ಶಬ್ದವು ಯಾವ ಲಿಂಗವು? ಅದು ಕು, ಸು, ದು ಇವುಗಳಿಗೆ ಪರವಾದರೆ ಯಾವ ಲಿಂಗವಾಗಿರುವದು? ಉದಾಹರಣೆ ಕೊಡಿರಿ.

VI. (a) ಕೆಳಗಿನ ವಾಕ್ಯಗಳಲ್ಲಿ ಸೂಚಿಸಲ್ಪಟ್ಟ ಕಥಾಂಶಗಳನ್ನು ವಿವರಿಸಿ ಬರೆಯಿರಿ.

1. ಹಿಂದೆ ಭಗದತ್ತಾಂಕುಶದೊಳುರೆ। ನೊಂದು ಬದುಕಿದಒಳಿಕಿನಲಿ ಗುರು। ನಂದನನ ನಾರಾಯಣಾಸ್ತ್ರದಿಬಂದು ದಪಘಾತ। ಅಂದುಪಾಯದಲುಳುಹಿ ದನು ಗೋ। ವಿಂದ * *

2. ಕಾಲಯವನನುಪಾಯದಿಂದಲಿಜೇಳಿಸಿದೆ, ಮಾಗಧನನಾಪರಿಸೀಳಿಸಿದೆ.

(b) 'ನೀನಾಗಳೇರಿಸಿ ನುಡಿದ ಭಾಷೆಯು ಮೂಗು ಹೋದುದು' ಇದರ ತಾತ್ಪರ್ಯವೇನು? ಭಾಷೆ ಏನೆಂತ?

(c) 'ಗೋಣ ಕೊಯ್ವನು ಕೃಷ್ಣ ಮುನ್ನಿನ ಕುಲವ ನೆಷ್ಟರಿಸಿ' ಗೋಣ ಕೊಯ್ವನೆಂಬದುಹ್ಯಾಗೆ?

VIII. (a) ಕರ್ಣಾರ್ಜುನರ ಯುದ್ಧದಲ್ಲಿ ಕರ್ಣನು ಅಪಜಯಹೊಂದುವಂತೆ ಅವನಿಗೆ ಪ್ರತಿಕೂಲವಾದ ಸಂಗತಿಗಳ್ಯಾವ್ಯಾವಿದ್ದವು?

(*b*) ಕೌರವರ ಜಯವು ಕ್ಷಣಿಕವಾದದ್ದೆಂದು ಹೇಳುವದಕ್ಕೆ ಕೆಳಗಿನ ಪದ್ಯದ ಮನೋಭಾವವುಳ್ಳ ಒಂದು ಪದ್ಯವು ನೀವು ಓದಿದ ಪುಸ್ತಕದಲ್ಲಿ ಉಂಟು ಅದನ್ನು ಬರೆಯಿರಿ.

ಸುರಚಾಪಾಯತ ವಿಂದ್ರಜಾಲದ ಬಲಂ ಮೇಘಂಗಳಾಕಾರ ಬಾ
ಲರು ಕಟ್ಟ್ಯಾಡುವ ಕಟ್ಟಿಸ್ವಪ್ನದ ಧನಂ ನೀರ್ಗುಳ್ಳೆಘರಾಳೀ ಸೊಡರ್
ಪರಿವುತ್ತಿಪ್ಪಮರೀಚಿಕಾ ಜಲಜಲಾವರ್ತಾಕ್ಷರಂ ಭಾರಿಣೀ
ಶಿರಿ ಪುಲ್ಲಗ್ರದ ತುಂತುರ್ಗೈ ಹರಹರಾ ಶ್ರೀಚನ್ನ ಸೋಮೇಶ್ವರಾ.

FRIDAY, 16TH DECEMBER, 2 TO 5 P M.

KANARESE TRANSLATION.

I Translate into Kanarese: [See Urdu Translation paper, pages xxxii & xxxiii]

II. Translate into English ·

(*a*) ಅಹಹ! ತಿದಿಗಳಲ್ಲಿ ಮಂಡಿಸಿ ಕುಳಿತುಕೊಂಡು ತಿನ್ನಶಾಸ್ತ್ರ ಹೊಟ್ಟೆ ಹೊರೆಯುವ ಒಡೆ ಹಾರುವರಿಗೆಪರಮತೇಜಸ್ವಿಗಳಾದ ಚಕ್ರವರ್ತಿಗಳಾದ ನಮ್ಮಂಥ ಕ್ಷತ್ರಿಯೋತ್ತಮರೊಡನೆ ಸೆಣಸುವ ಶಕ್ತಿ ಉಂಟಾದದ್ದು ಇದೇನೋ ಕಾಲಗತಿಯೇಸರಿ. ಈದುಷ್ಟ ಬ್ರಾಹ್ಮಣ ವಟುವಿನ ಕೆಟ್ಟ ಮಾತುಗಳಿಂದ ನಾನು ಯುದ್ಧಕ್ಕೆ ಹೋದರೆ ಆ ಯುದ್ಧದಲ್ಲಿ ಅವನು ಕುಪಿತನಾದ ನನ್ನಿಂದ ಹತನಾದರೆ ಬ್ರಹ್ಮಹತ್ಯೆ ಬಂದು ಘಟಿಸುವದು. ಅದಲ್ಲದೆ ಬ್ರಾಹ್ಮಣನ ಸ್ವತ್ತುನಮಗೇಕೆಂದು ಆ ಧೇನುವನ್ನು ಹಿಂದಕ್ಕೆ ಕೊಟ್ಟುಬಿಟ್ಟರೆ ಚಕ್ರವರ್ತಿಯಾದ ಕಾರ್ತವೀರ್ಯಾರ್ಜುನನು ಹಿಡಿದು ತಂದ ಧೇನುವನ್ನು ಹಾರುವ ಹುಡುಗನೊಡನೆ ಜಗಳವಾಡುವದಕ್ಕೆ ಕೈಯಲ್ಲಿ ಹರಿಯದೆ ಪೋರನ ಮಾತಿಗೆ ಬೆದರಿ ತಿರುಗಿ ಕೊಟ್ಟು ಬಿಟ್ಟನು ಎಂದು ಆಡಿಕೊಳ್ಳುವರು.

(*b*) ಉಂಟುಜೇಯ ವಿರೋಧಿಬಲವತಿ
ಕಂಟಳಿಸುತಿದೆ ಪಾಂಡುಪುತ್ರರ

ನೆಂಟರಿಷ್ಟರಿಗಾದುದ್ಯೈದುಂಮಾನಹುಸಿಯೇಕೆ
ಎಂಟುಮಡಿನಿಮಗಾಗೆಜಯಹದಿ
ನೆಂಟುಮಡಿ ಜಯವವರಸೇರುವು
ದುಂಟುಹುಸಿದರೆ ಕೊಯ್ಸಿಕೊಳುವೆನು ತನ್ನನಾಲ
ಗೆಯಂ.

(c) ಎಲೈ ಸ್ವಾಮಿಯೇ ಸಕಲ ಲೋಕದಲ್ಲಿರುವ ಪ್ರಾಣಿಗಳೂ ಬೊಂಬೆಗಳು, ನೀನು ಸೂತ್ರಧಾರನು. ನೀನು ಕುಣಿಸಿದ ಹಾಗೆ ಕುಣಿಯುವರು. ಭಕ್ತನಾದನನ್ನ ಹೃದಯದಲ್ಲಿದ್ದು ಕೊಂಡು ನೀನು ಪ್ರೇರಿಸಿದ ಹಾಗೆ ನಾನು ಮಾಡಿದನೇ ಹೊರತು ನನ್ನಬುದ್ಧಿ ಎಷ್ಟರದು, ನಾನು ಎಷ್ಟರವನು? ನೀನು ಉಬ್ಬಿಸಿನನ್ನನ್ನು ಕೊಂಡಾಡಿ ನಾಚಿಕೆ ಪಡಿಸಬೇಡ.

(d) ಬನಮುಂ ಪಟ್ಟಣಮಪ್ಪುದು
ಜನರೆಲ್ಲರ್ ಸ್ವಜನಮಪ್ಪರೀನೆಲನೆಲ್ಲಂ
ಧನಕನಕ ವಸ್ತುಪೂರಿತ
ಮೆನಿಪುದಣಂ ಪೂರ್ವಪುಣ್ಯವುಳ್ಳಂಗನಿಶಂ.
(ಅಣಂ=ಅತ್ಯಂತವಾಗಿ)

(e) ಮೊಲನಬೇಟೆಗೆ ತಿವಿದುಹಾಸವ
ಕಳೆಚುವರೆ ಕೇಸರಿಯನಕಟಾ.
ಕೊಳಚೆಯುದಕಕೆತೆರುವರೇಹರಿಗೋಲಬಾಡಿಗೆಯ!

(f) 1. ಸಾಕಡಿಂತಿರಲಾಹವಕೆ ಬರಲೇಕೆ ? ಕಬ್ಬಿನಬನವೆ ?
2. ದಿನೇಶನಮೇಳವನ್ನು ಮುದಿಗೂಗೆ ಮೆಚ್ಚದು.
3. ಕುಂಬಾರಗೊಂದು ವರ್ಷ; ದೊಣ್ಣೆಗೊಂದು ನಿಮಿಷ.
4. ಕೆಟ್ಟಮೇಲೆಬುದ್ಧಿಬಂತು ಅಟ್ಟಮೇಲೆ ಒಲೆ ಉರಿಯಿತು.

III. Write an Essay in Kanarese on "Flowers." ಪುಷ್ಪಗಳ ವಿಷಯ ಒಂದು ಉಪನ್ಯಾಸವನ್ನು ಬರೆಯಿರಿ.

FRIDAY, 16TH DECEMBER, 10 A.M. TO 1 P.M.

MALAYALAM: TEXT-BOOK AND GRAMMAR.

I. (*a*) ചാണക്യസൂത്രത്തിന്റെ മൂലഗ്രന്ഥം ഏതാകുന്നു. ആ ഗ്രന്ഥത്തിന്നു ആ പേർ പറവാൻ കാരണം എന്തു?

(*b*) അഭയദത്തൻ, ശകടൻ, ജീവസിദ്ധി, ഇവരെകുറിച്ചറിയുന്നതു സംക്ഷേപിച്ചെഴുതുക.

II. (*a*) i. "വൃഷ്ണികുലം മുനിശാപാലത്തുപോലെ" എന്തു? ii. "വിഷ്ണുഗുപ്തൻ ഇന്നുപാത്തു കാണുന്നേരം കൃഷ്ണൻ തിരുവടിക്കൊത്തവൻ" എങ്ങിനെ? ഇവയിൽ സൂചിപ്പിച്ച കഥകളെ ചുരുക്കിപ്പറക. (*b*) ചാണക്യനും ചന്ദനദാസനും തമ്മിലുള്ള സംവാദം ക്രമമായി സംക്ഷേപിച്ചെഴുതുക.

III. (*a*) വ്യാജത്താലെന്നാകിലും ആശ്രയിച്ചവർകളെ രാജാക്കന്മാർക്ക പരിപാലിച്ചേ മതിയാവൂ. (*b*) താന്താനൊട്ടൊഴിഞ്ഞിട്ടും ബന്ധുവാം ജനങ്ങളെ സന്തോഷിപ്പിക്കയല്ലൊ കാൎയ്യമാകുന്ന തെടൊ. (*c*) മംഗലരൂപനായ്ക്കണ്ടൊരുന്നിന്നൊഞാൻ ഇങ്ങനെകണ്ടേൻ ഇതുകാലമീശ്വര. ഇവ ഓരോന്നു ആർ, ആരോടു, എപ്പോൾ, പറയുന്നതാകുന്നു.

IV. (*a*) "ഏകനെപറഞ്ഞുടൻഭേദിപ്പിച്ചയക്കയും ഏകനെവധംതന്നെ ചെയ്കയുംവേണമല്ലൊ" ഇതിൽ "ഏകനെ" എന്ന പദം ഓരോവരിയിൽ ആരെ സൂചിപ്പിക്കുന്നു. കാൎയ്യം സാധിച്ചവിധം എങ്ങിനെ? (*b*) ഉത്തംസം, ദ്രാവ്യതാം, അച്ചിരി, ചീളെന്നു, പ്രശ്ര

യം,കില്ല, ഇവയുടെ അൎത്ഥം എഴുതുക. (*c*) മറെറാരു ശൂദ്രനെ; രാജപുത്രത്വമുണ്ടാകയാൽ ഞങ്ങൾക്കു. ഇതിൽ കീഴ്വരയുള്ള പദങ്ങളുടെ ഉപയോഗത്തിൽ വല്ല വിശേഷവുമുണ്ടോ ?

V. (*a*) സ്തംഭശതസ്തംഭിത മഹാമണിപുരാഗ്രേ കുംഭമുഖരാക്ഷസദ്രുതകതിവശവൎത്തി. (*b*) പ്രതിപദ്ധഢുനാഥ ഇവസപദിവദ്വ്യധേതദന്ത സകലജനവന്ദ്യതന്ത. (*c*) വലിപ്പമെഴുമസ്തക്വവനമഹൽപാവകനിവനറിക വികല്പമില്ല. (*d*) ആപത്ത്രയനികരങ്ങളും ദൂരവഴിഗമിപ്പതിനങ്ങാരംഭിച്ചു. (*e*) രാമശരദലിതഗളനാളനവരുധിരതന്ത. ഇവയെ പൂൎണ്ണമായി വ്യാഖ്യാനിക്ക.

VI. യാതുക്കുതിരുൾ നീക്കിക്കളവാനും, ലോകരൈകരവബോധംവരുത്താനും, കൌസല്യാദേവി പൂൎവ്വാചലേപര മാനന്ദചന്ദ്രൻജാതനായി.

ഈ ശ്ലോകത്തിന്റെ അൎത്ഥം വ്യക്തമാക്കി എഴുതുക. (അൎത്ഥം എഴുതുമ്പോൾ ഉപമാലങ്കാരം ഉപയോഗിക്കേണ്ടതാണ.)

VII. (*a*) i. സകലമാനമൃഗം, ii. കോടാനകോടി, iii. വയലുകളെ, തിനപ്പുനങ്ങളെ, ചോലകളെ എന്നു വേണ്ട സൎവ്വത്തെയും അഴിച്ചു നാശംചെയ്തു, iv. കുതിച്ചോടിവരുന്ന നാഗം. ഇവയിൽ വിശേഷ വിധിയായ ഉപയോഗങ്ങൾ വല്ലതു മുണ്ടോ ?

(*b*) ഋഷിമുന്നം പിതാവിന്നുചെയ്തു ഉപകാരത്തിന്നു ഇപ്പോൾ പ്രത്യുപകാരമായിരാജലക്ഷ്മിയെ

അപഹരിച്ചു ഇതിൽ സൂചിപ്പിച്ചു ഉപകാൎത്തെ കുറിച്ചറിയുന്നത സംക്ഷേപിച്ചെഴുതുക.

VIII. (*a*) മേൽ മൂന്നാം ചോദ്യത്തിലെ b & c എന്ന വൃത്തങ്ങളെ കളളിവരച്ചു വാക്യപരിച്ഛേദനം ചെയ്ക.

(*b*) കൎത്താവിൽക്രിയ, കൎമ്മത്തിൽക്രിയ; സൂചിതോപവാക്യം, സംബന്ധിതോപവാക്യം; സമാസം, സന്ധി; ആഖ്യ, കൎത്താവ; ഇവകൾ തമ്മിലുള്ള ഭേദം വ്യക്തമായി കാണിക്ക.

IX. (*a*) ആണ്ടു, ആണു; ഈ രണ്ടു പദങ്ങളും അതേധാതുവിൽനിന്നു എങ്ങിനെയുണ്ടായെന്നു സ്പഷ്ടമായ്ക്കാണിക്ക.

(*b*) രണ്ടാം ഭാവികാലത്തിനുള്ള പല പ്രയോഗങ്ങളെ ഉദാഹരണസഹിതം എഴുതുക.

(*c*) പൊട്ടിച്ചു, പുകണ്ണാർ, ചെന്നവറെറ, ഈ പദങ്ങളെ പ്രകൃതി പ്രത്യയങ്ങളായി വിഭാഗിക്ക.

X. (*a*) ഗംഗാജലം ഈ കോസലരാജ്യത്തൂടെ ഒഴുകുന്നു. അതിനാൽ ഈ കോസലരാജ്യം സുഭിക്ഷമായ്തീരുന്നു. അങ്ങിനെയുള്ള ഈ രാജ്യത്തു ഇങ്ങനെ നാനാവിധങ്ങൾ ഉണ്ടായി. അതുകൊണ്ടു രണ്ടു സംവത്സരങ്ങൾക്കു നിങ്ങൾ തരേണ്ടും രാജഭോഗം നിങ്ങൾക്കു വിട്ടുതരുന്നു.

മേലെഴുതിയത ഒരേ പ്രധാന വാക്യംമാത്രമുള്ള ഒരു വാക്യമാക്കി എഴുതുക (ഉപവാക്യങ്ങളെ "ഉം" എന്നതുകൊണ്ടു കൂട്ടി ചേൎക്കരുത).

(*b*) i. അവൻ എല്ലാരാജ്യം കണ്ടു. ii. ഔവണ്ണ മല്ലാതാക്കററാനാളാർ. iii. ദെയ്വത്താൽ സംരക്ഷിച്ച മനുഷ്യൻ പിന്നെ ആരിൽനിന്ന ദോഷം ലഭിക്കും.

മേലെഴുതിയതിൽ വല്ല അബദ്ധങ്ങളുമു ണ്ടെങ്കിൽ കാണിക്കയും പ്രമാണപൂൎവ്വം പിഴതീൎത്തു എഴുതുകയും ചെയ്ക.

FRIDAY, 16TH DECEMBER, 2 TO 5 P.M.

MALAYALAM: TRANSLATION.

I. **Translate into Malayalam :—[See Urdu Translation paper, pages xxxii & xxxiii.]**

II. **Translate into English :**

(*a*) മാതാവെ കൂടാതെ വലുതായ വനത്തിൽപോയ നിന്നെ പാമ്പ ഓടിവന്ന കടിച്ചപ്പോൾ വിലക്കവിററ എന്നെ നീ ഏതവിധം വെറ്റുത്തു വേദനപ്പെട്ടു ബാല! നാടും നഗരവും സുഖവുമെല്ലാം വെടിഞ്ഞു നീയും പിതൃസ്നേഹത്തിനാൽ ഒന്നിച്ചുവന്ന ഒരം വിധം ദുൎമ്മരണത്തിലകപ്പെട്ടുവല്ലൊ കുമാരാ. നിലയില്ലാതെ ജീവനെ വളൎത്തിക്കൊണ്ടുചാകാതെ ഒരു പറയന്റെ അടിമയായ പിതാവു നിന്നെ തിരിയെ വാങ്ങുകയില്ലെന്ന നിനച്ചൊ നീ മരിച്ചു വത്സ.

(*b*) മൌൎയ്യനും പുത്രന്മാരും മന്ത്രികൾ നൃപന്മാരും, കാ ൎയ്യങ്ങൾ നിരൂപിച്ചു പൊരുന്നകാലത്തിങ്കൽ ഏകദാ മൌൎയ്യൻതന്റെമന്ദിരമകംപുക്കി ട്ടേകനായൊരു മാനവന്നോട്ടുരചെയ്തു:—മന്ത്രമണ്ഡപത്തിങ്കൽ മന്

വരെല്ലാവരും, മന്ത്രികളോടുംകൂടി കാൎയ്യത്തെ വിചാരിപ്പാൻ നിന്നുടെവരവും പാൎത്തിരിക്കുന്നവൎകളും തിണ്ണം നിസ്സുതരുമായി പോരികവൈകീടാതെ. എന്നുകേട്ടു മൌൎയ്യൻ സംഭ്രമത്തോടുംകൂടി തന്നുടെ തനയന്മാരോടുമായ് പുറപ്പെട്ടാൻ.

(*c*) കാകൻ പറഞ്ഞു ഹിരണ്യനോടേകദാ പോകുന്നു ഞാനെടൊ മറെറാരുകാനനെ ഇദ്ദിക്കിലഷ്ടിക്കു കഷ്ടിച്ചുകിട്ടുന്നതൊട്ടുംനമുക്കു സുഖംവരുന്നില്ലെടൊ- അങ്ങൊരുദിക്കിൽ സരസ്സുണ്ടുനിൎമ്മലം, അങ്ങൊരു ചങ്ങാതിയുമുണ്ടു ബുദ്ധിമാൻ, മന്ദരനെന്നു പേരായുള്ളവൻബന്ധു സുന്ദരൻ, ധാൎമ്മികൻ, കൂൎമ്മാധിനായകൻ; മൽസഖിയാകുന്ന മന്ദരൻവേണ്ടുന്ന മത്സ്യാദിമാംസം നമുക്കുനല്കീടുവോൻ. എന്നുകേട്ടു പറഞ്ഞു ഹിരണ്യനും എന്നെയും തത്ര നീ കൊണ്ടുപോയീടെണം. കൊററിനദുഃഖം നമുക്കുമുണ്ടിദ്ദിക്കിൽ മറെറാരുകുററുകാരില്ലാഞ്ഞുപാൎക്കുന്നു. അത്രദുഃഖം തനിക്കെന്തെന്നുവായസം, തത്രചെന്നാൽ കഥിക്കാമെന്നു മൂഷികൻ.

III. **Write an Essay in Malayalam upon "Flowers."** പുഷ്പങ്ങളെക്കുറിച്ചു അറിയുന്നതു വാചകപുഷ്ടിയോടുകൂടി മലയാളത്തിൽ വൎണ്ണിച്ചെഴുതുക.

FRIDAY, 16TH DECEMBER, 10 A.M. TO 1 P.M.

URIYA: TEXT-BOOKS AND GRAMMAR.

I. (କ) ରଘୁବଂଶର ଟିପିକୃତ ବର୍ଣ୍ଣନାର ଅଥବା ଜାହ୍ନବୀ-ଯମୁନା-ଯୋଗ ବର୍ଣ୍ଣନାର ଭାବ ଯେତେଦୂର ମନେ ଥାଏ ଲେଖ ।

(ଘ) ବେଣୀ-ସଂହାର, ନିଶୀଥ-ଚିନ୍ତା, ନିର୍ବାସିତର ବିଳାପ ଓ ଜୀବନଚିନ୍ତାରେ କି ରସର ଅବତାରଣା ହୋଇ ଅଛି ତାହା ଲକ୍ଷଣ ସହିତ ଲେଖ ।

(ଙ) ବେଣୀ-ସଂହାର ରଚନାରେ ରଚନାରେ କି ଗୁଣ ଦୃଷ୍ଟ ଲକ୍ଷିତ ହୁଏ ତାହା ଲେଖ ।

II. ନିମ୍ନୋଦ୍ଧୃତ ପଂକ୍ତିମାନଙ୍କର ଅର୍ଥ ବୁଝାଅ :—

1. ସ୍ୱଦେହ-ନନ୍ଦିନୀ ଦେଖ ମଳୟ ପର୍ଯ୍ୟନ୍ତ,
ବିଭକ୍ତ ସେତୁରେ ମୋର ସିନ୍ଧୁ ଫେନବନ୍ତ ।
ଯେସନେ ଶରଦେ ଶୁଭ୍ର ତାରା ବିମଣ୍ଡିତ,
ଗଗନ ଧଵଳ ଛାୟାପଥେ ଦ୍ୱିଖଣ୍ଡିତ ।

2. ତାମ୍ରମୟ ଗଗନକୁ, ଚନ୍ଦ୍ରମକୁ ବଳି,
ମଦନାଙ୍କି କୁସୁମ ଦଳେ ଶୋଭେ ବନସ୍ଥଳୀ ।

3. ଆକାରେ ତରଙ୍ଗ ସମ ଅଜଗର-ଗଣ,
ବାହାର ଅଛନ୍ତି ପିଇବାକୁ ସମୀରଣ ।
ଦୂର କରେ ଫଣାମଣି ତରଙ୍ଗର ଭ୍ରାନ୍ତି,
ରବିକର ଯୋଗୁଁ ଯାର ଦିଶଅଛି କାନ୍ତି ।

4. ତୁମ୍ଭ ରବ ଏବେ ବୁଣେ ଖର ରଶ୍ମିରାଶି,
ତହୁଁ ପ୍ରଣାମେ ସୁଖ ଭୁଞ୍ଜେ ଧରାବାସୀ ।

III. ନିମ୍ନ-ଦତ୍ତ ପଂକ୍ତିମାନଙ୍କର ସମ୍ପୂର୍ଣ୍ଣ ଅର୍ଥ ବୋଧ ହେବା ପାଇଁ ଯାହା କହିବାର ଆବଶ୍ୟକ ତାହା ଲେଖି ଏମାନଙ୍କୁ ବୁଝାଇ ଦିଅ :—

1. ବୁଝିଲୁଁ ଯେ ଆଜ ଉଦ୍ୟାନଲତା ସୌନ୍ଦର୍ଯ୍ୟଗୁଣରେ ବନଲତା ଦ୍ୱାରା ପରାଜିତ ହେଲା ।

2. ଭୂତଳରୁ କୌଣସି କାଳରେ ବିଦ୍ୟୁତର ଉତ୍ପତ୍ତି ହୋଇ ନାହିଁ ।

୩. ଯାହାକୁ ଅଗ୍ନି ଆଶଙ୍କା କରୁ ଥିଲ ତାହା ସ୍ପର୍ଶ ଶୀତଲ ରତ୍ନ ହେଲା ।

IV. (କ) ଭାରତୀଙ୍କ ସମ୍ବନ୍ଧରେ ନିମ୍ନସ୍ଥିତ ପଂକ୍ତିମାନଙ୍କରେ ଥିବା ବିଶେଷଣମାନଙ୍କର ସାର୍ଥକତା ବିଶଦରୂପେ ବୁଝାଅ ।—

ଅନନ୍ତମାନସ-କମଲ-ବାସିନୀ
ଦିବ୍ୟଜ୍ଞାନମୟୀ ଅମୃତ-ଭାଷିଣୀ
ବିଧାତାର ବାଣୀ ବିଶ୍ୱ-ବିମୋହିନୀ
କ୍ଷଣେ କୋଟି-ବିଶ୍ୱ-ସୃଜନ-କାରିଣୀ
ଚିଦାନନ୍ଦମୟୀ ଅରୂପଧାରିଣୀ
ନିତ୍ୟ ନବ-ସୃଷ୍ଟି-ପ୍ରକାଶିନୀ ।

(ଖ) ନିମ୍ନ-ଦତ୍ତ ପଂକ୍ତିମାନଙ୍କରେ ଥିବା ପୌରାଣିକ ଘଟନାମାନଙ୍କର ଇତିବୃତ୍ତ ଲେଖ :—

1. ପକ୍ଷ ଛେଦି ଗିରି-ଗର୍ବ ହରନ୍ତେ ବାସବ,
ଆଶ୍ରିଲେ ଏହାର ଜଳ ମହୀଧର ସର୍ବ ।

2. ଯେକାଳେ ବରାହରୂପେ ରସାତଳୁ ହରି,
ଅବନୀ ଦେବୀଙ୍କୁ ହେଲେ ଥିଲେକ ଉଦ୍ଧାର ।

3. ଯୌବନ କପଟ ଯନ୍ତ୍ରେ ପଞ୍ଚ ଅପ୍ସରର,
ବାନ୍ଧିଲେ ଯୋଗି-ମାନସ-ମୃଗ ସୁନାସିର ;

V. (କ) ହରି, କେଶବ, ପଦ୍ମନାଭ ଓ ମଧୁସୂଦନ ବିଷ୍ଣୁଙ୍କର ଏ ଚାରି ନାମର ବ୍ୟୁତ୍ପତ୍ତି ସହିତ ଅର୍ଥ ଲେଖ ।

(ଖ) ରହସ୍ୟ, ସ୍ୱରୂପ, ଅମ୍ବର, ପିତାମହ ଓ ମଧୁ ଏ ପଦମାନଙ୍କର ଯେଉଁ ଭିନ୍ନ ୨ ଅର୍ଥ ତାହା ଲେଖ ।

(ଗ) ବୃକ୍ଷ-ବାଟିକା, ଆଲବାଲ, ଅମୃଶୋଧନ, ଆବର୍ତ୍ତନଶୀଳ, ଗ୍ରାହଗଣ, ସାମନ୍ତ, ଅବଗୁଣ୍ଠନ, ପରିମଳ, ଅବସାଦ ଓ ଆସ୍ତରଣ ଏ ପଦମାନଙ୍କର ଅର୍ଥ ଲେଖ ।

VI. (କ) ତଳ-ଲେଖିତ ପଂକ୍ତିମାନଙ୍କରେ କୌଣସି ଆଲଙ୍କାରିକ ପ୍ରୟୋଗ ଥିଲେ ସେମାନଙ୍କର ଲକ୍ଷଣ ସହିତ ନାମ ନିର୍ଦ୍ଦେଶ କର :—

1. ଗମ୍ଭୀର ଭାବ-ସଙ୍କୁଳ ହୋଇଲା ମାନସ,
ବର୍ଷାଗମେ ହଂସେ ଯଥା ତେଜନ୍ତି ମାନସ ।

2. ବଚନ ବିହୀନ ଏହି ବଲ୍ଲରୀ ନିକର,
ସଞ୍ଚାଳେ ପଲ୍ଲବ-ମୟ ଶ୍ୟାମ ଶାଖାକର ।

(ଖ) ତଳ-ଲେଖିତ ପଦମାନଙ୍କରେ ଥିବା ସମାସ ଭାଙ୍ଗି ଦିଅ :—ନୀରବର, ଶଙ୍କବହ, ଶୀକର-ଶୀତଳବାୟୁ ଓ ଜନର-ଝଂକାର-ମନ୍ଦ-ଘନ-ଗରଜନ ।

FRIDAY, 16TH DECEMBER, 2 TO 5 P.M.

URIYA : TRANSLATION AND COMPOSITION.

I. **Translate into Uriya :—[See Urdu Translation paper, pages xxxii & xxxiii.]**

II. **Translate into English :**

(1) ନିବାଦାରମ୍ଭ ଦେଖି ରାଜା ସେନାପତିଙ୍କୁ ସମ୍ବୋଧନ କରି କହିଲେ ଦେଖ ଆମ୍ଭେମାନେ ବର୍ତ୍ତମାନ ଆଶ୍ରମ ସମୀପରେ ଅଛୁଁ, ଏଣୁ କରି ତୁମ୍ଭମତରେ ସମ୍ମତି ହୋଇ ପାରୁଁ ନାହୁଁ । ଅଜି ମହିଷମାନେ ନିପାନରେ ଜଳପାନ କରି ନିର୍ବେଗରେ ଜଳକ୍ରୀଡ଼ା କରନ୍ତୁ । ହରିଣଗଣ ତରୁଚ୍ଛାୟାରେ ଦଳବଦ୍ଧ ହୋଇ ରୋମନ୍ଥ ଅଭ୍ୟାସ କରନ୍ତୁ, ବରାହମାନେ ଅଶଙ୍କିତ ଚିତ୍ତରେ ପଲ୍ୱଳରେ ମୁସ୍ତା ଭକ୍ଷଣ କରନ୍ତୁ ଆଉ ଆମ୍ଭର ଶରାସନ ମଧ୍ୟ ବିଶ୍ରାମ ଲଭ କରୁ ।

(2) କିୟତ୍‌କ୍ଷଣ ଉତ୍ତାରେ ରାଜା ମନର ଆବେଗ ସମ୍ବରଣ କରି ଶକୁନ୍ତଳଙ୍କୁ କହିଲେ ପ୍ରିୟେ । ଆମ୍ଭେ ତୁମ୍ଭପ୍ରତି ଯେଉଁ ଅସଦ୍ବ୍ୟ-

ଉଦ୍ଧାର କରଅଛୁଁ ତାହା ଅକଥନୀୟ । ଯେତେବେଳେ ଆମ୍ଭର ମତିଚ୍ଛନ୍ନ ଘଟିଥିଲା, ସେହି ହେତୁରୁ ଅବମାନନା କରି ବିଦାୟ କରିଥିଲୁଁ, କେତେକ ଦିନ ଉତ୍ତରୁ ଆମ୍ଭର ସକଳ ବୃତ୍ତାନ୍ତ ସ୍ମରଣ ହେଲା । ତଦବଧି, ଆମ୍ଭେ ଯେ ଅସୁଖରେ କାଳଯାପନ କରୁଅଛୁଁ ତାହା ଅନ୍ତର୍ଯାମୀ ଜାଣନ୍ତି, ପୁନର୍ବାର ତୁମ୍ଭର ଦର୍ଶନ ପାଇବୁଁ ଏ ଆଶା ଆମ୍ଭର ନ ଥିଲା । ବର୍ତ୍ତମାନ ତୁମ୍ଭେ ପ୍ରତ୍ୟାଖ୍ୟାନଦୁଃଖ ପରିତ୍ୟାଗ କରି ଆମ୍ଭ ଅପରାଧ ମାର୍ଜନା କର ।

(3) ଆଉ କି ପ୍ରଭୁ ଏହି ଦଗ୍ଧ ନୟନ
ଦେଖିବ ନାହିଁ ସେହି ସୌମ୍ୟବଦନ ?
ଆଉ କି ଏ ଜନମେ ଏ ଅଭାଗିନୀ
ଏ ତପ୍ତ ବକ୍ଷେ ରଖି ସେ ପାଦ ବେନି,
ଶମିବ ନାହିଁ, କହ ହେ ରଘୁପତି,
ହୃଦୟ ଜ୍ୱାଳା ତାର ଦାରୁଣ ଅତି ?
ଆଉ କି, ଜୀବତେଶ, ସେ ପାଦତଳେ
ଅଭାଗିନୀ ଜାନକୀ ବସି ବିରଲେ
ଶୁଣିବ ନାହିଁ ସେହି ମଧୁର ଭାଷା ?
ଦାସୀପକ୍ଷେ କି ପ୍ରଭୁ ଶେଷ ଏ ଆଶା ?

III. Write an Essay in Uriya on "Flowers."

FRIDAY, 16TH DECEMBER, 10 A.M. TO 1 P.M.

FRENCH. GRAMMAR AND TEXT.

I. (*a*) What is the gender of—lune, étoile, fournaise, surface, armée, évolution, sentiment, intelligence, giroflée, églantine, catacombes.

(*b*) Mark the accent on the following words :—

Arriere, entete, rebellion, caractere, remede, desinteressement, ame, desir.

(*c*) Give the plural of—émail, éventail, canal, rideau, ciel, aieul, œil, bœuf, œuf.

(*d*) Write the feminine of—adolescent, chanteur, cheval, marchand, cerf, coq, paon, lion, tigre, héros, comte, acteur, bélier.

II. (*a*) Give the imperative (singular and plural) of the following verbs:—

Dormir, faire, prendre, écrire, lire, partir, passer, courir, rire, paraître, boire, vouloir.

(*b*) Turn into the passive form—

(1) Deux personnes le prirent dans leurs bras, et le portèrent chez lui.
(2) On l'estime beaucoup.
(3) Annibal battit les Romains dans beaucoup de batailles
(4) On t'a blessé.
(5) Où as-tu trouvé cela ?
(6) Paul les a vus ce matin dans la rue.

III. Give the English equivalents of— le dix-neuvième, le quarantième, le millième, 5046, 2689, cinq par cinq, ils sont venus tous les quatre.

IV. (*a*) Translate idiomatically the following sentences:—

(1) Est-il vrai qu'il viendra demain ?
(2) Somme toute, c'est mieux que la chose aît tourné comme cela.
(3) Il a mal aux yeux et à la tête en même temps
(4) J'ai beau lui dire de ne pas faire ainsi, il continue toujours.
(5) J'aurais bien voulu voir passer ce beau régiment de cavalerie.
(6) Je compte sur vot·e discrétion.
(7) Il s'en est peu fallu qu'il mourût.
(8) Il fait très chaud, malgré cela il se porte bien.

(*b*) Turn into their English equivalents the following French proverbs:—

(1) De deux maux, il faut choisir le moindre.
(2) Toutes vérités ne sont pas bonnes à dire.
(3) Il faut battre le fer quand il est chaud.
(4) L'oisiveté est la mère de tous les vices.
(5) Faire d'une pierre deux coups.
(6) Chat échaudé craint l'eau froide.

(*c*) Translate idiomatically into French—

(1) He was about to start.
(2) Away with him.
(3) I saw them a month ago.
(4) We have been delayed about three hours.
(5) For fear he should fall, I will watch him.
(6) You must do it.
(7) So far from being a soldier, he is a merchant.
(8) He was the first to do so.

V. Supply the prepositions:—

(*a*) Cà dépend —— lui d'être heureux ;
(*b*) Il vise —— l'empire ;
(*c*) Il était monté —— cheval ;

(*d*) Il se mêle —— ce qui ne le regarde pas
(*e*) Il s'informe —— tout;
(*f*) Il m'est —— charge.
(*g*) Ils sont d'accord —— ce point.

VI. (*a*) Sum up the character, endowments, and achievements of Peter the Great.

(*b*) Draw a parallel between Charles XII and the Czar Pierre Alexiowitz.

(*c*) Narrate briefly the circumstances of the death of Charles XII.

VII. (*a*) Point out any instances of negligence of style or any obsolete expressions :—

(1) Il leur donna de l'argent pour se conduire.
(2) Le seul de tous les rois qui aît vécu sans faiblesse.
(3) Attenter contre les lois du roi Auguste.
(4) Les Hollandais qui prenaient des ombrages.
(5) Les officiers ne s'attendaient pas d'être attaqués.
(6) Pénétrer sans peine aux retranchements des Suédois.
(7) Le supplice affreux de la roue dont avaient péri.
(8) Le colonel se fait jour à travers des Kalmouks.
(9) La princesse qu'il avait compté d'épouser.
(10) Il osa imaginer de rendre service à ce prince.

(*b*) Explain the meaning of—Ferré d'argent, blanc signé, traiter sur un pied égal, carte blanche, cheval alezan, camp volant, clin d'œil.

VIII. Parse the italicised words—

Pour moi, *que tu* retiens parmi ces infidèles,
Tu sais combien je hais leurs fêtes criminelles,
Et que je mets *au rang* des profanations
Leur table, leurs festins, et leurs libations ;
Que même cette pompe *où* je suis condamnée,
Ce bandeau dont *il faut que* je paraisse ornée,
Dans ces jours solennels à l'orgueil *dédiés*
Seule et dans le secret je le foule à mes pieds ;
Qu'à ces vains ornements je préfère la cendre,
Et n'ai de goût *qu'aux* pleurs que tu me vois répandre.

FRIDAY, 16TH DECEMBER, 2 TO 5 P.M.

FRENCH: TRANSLATION.

I. Translate into English:

(1) Eh bien! je l'avouerai que ma juste colère
Aime la guerre autant que la paix vous est chère :
J'avouerai que, brûlant d'une noble chaleur,
Je vais contre Alexandre éprouver ma valeur.
Du bruit de ses exploits mon âme importunée
Attend depuis longtemps cette heureuse journée.

Avant qu'il me cherchât, un orgueil inquiet
M'avait déjà rendu son ennemi secret.
Dans le noble transport de cette jalousie,
Je le trouvais trop lent à traverser l'Asie ;
Je l'attirais ici par des vœux si puissants,
Que je portais envie au bonheur des Persans :
Et maintenant encor, s'il trompait mon courage,
Pour sortir de ces lieux s'il cherchait un passage,
Vous me verriez moi-même, armé pour l'arrêter,
Lui refuser la paix qu'il nous veut présenter.

(2) Pourquoi nous attaquer ? Par quelle barbarie
A-t-on de votre maître excité la furie ?
Vit-on jamais chez lui nos peuples en courroux
Désoler un pays inconnu parmi nous ?
Faut-il que tant d'états, de déserts, de rivières,
Soient entre nous et lui d'impuissantes barrières ?
Et ne saurait-on vivre au bout de l'univers
Sans connaître son nom et le poids de ses fers ?
Quelle étrange valeur, qui, ne cherchant qu'à nuire,
Embrase tout sitôt qu'elle commence à luire ;
Qui n'a que son orgueil pour règle et pour raison ;
Qui veut que l'univers ne soit qu'une prison,
Et que, maître absolu de tous tant que nous sommes,
Les esclaves en nombre égalent tous les hommes.

(3) Porus était sans doute un rival magnanime
Jamais tant de valeur n'attira mon estime.
Dans l'ardeur du combat je l'ai vu, je l'ai joint.
Et je puis dire encor qu'il ne m'évitait point :
Nous nous cherchions l'un l'autre. Une fierté si belle
Allait entre nous deux finir notre querelle,
Lorsqu'un gros de soldats, se jetant entre nous,
Nous a fait dans la foule ensevelir nos coups.

II. Translate into English :

(*a*) Plusieurs furent pris, blessés ou tués, ou entraînés loin du roi par la foule qui se jetait sur eux, il ne restait que cinq hommes auprès de Charles. Il avait tué plus de douze ennemis de sa main sans avoir reçu une seule blessure, par ce bonheur inexprimable qui jusqu'alors l'avait accompagné partout, et sur lequel il compta toujours. Enfin un colonel nommé Dahldorf se fait jour à travers des Kalmouks avec seulement une compagnie de son régiment ; il arrive à temps pour dégager le roi. Le reste des Suédois fit main basse sur ces Tartares. L'armée prit ses rangs. Charles monta à cheval ; et, tout fatigué qu'il était, il poursuivit les Russes pendant deux lieues.

(*b*) Ainsi perit à l'âge de trente-six ans et demi, Charles XII, roi de Suède, après avoir éprouvé ce que la prospérité a de plus grand, et ce que l'adversité a de plus cruel, sans avoir été amolli par l'une, ni ébranlé un moment par l'autre. Presque toutes ses actions, jusqu'à celles de sa vie privée et unie, ont été bien au delà du vrai-

semblable. C'est peut-être le seul de tous les hommes, et jusqu'ici le seul de tous les rois, qui aît vécu sans faiblesse. Il a porté toutes les vertus des héros à un excès où elles sont aussi dangereuses que les vices opposés. Sa fermeté, devenue opiniâtreté, fit ses malheurs dans l'Ukraine, et le retint cinq ans en Turquie; sa libéralité, dégénérant en profusion, a ruiné la Suéde; son courage, poussé jusqu'à la témérité, a causé sa mort; sa justice a été quelquefois jusqu'à la cruauté, et dans derniéres années, le maintien de son autorité approchait de le tyrannie. Ses grandes qualités, dont une seule eût pu immortaliser un autre prince, ont fait le malheur de son pays.

III. Translate into English:

(*a*) Il est certains esprits dont les sombres pensées
Sont d'un nuage épais toujours embarrassées:
Le jour de la raison ne le saurait percer.
Avant donc que d'écrire, apprenez à penser.
Selon que notre idée est plus ou moins obscure,
L'expression la suit, ou moins nette, ou plus pure,
Ce que l'on conçoit bien s'énonce clairement
Et les mots, pour le dire, arrivent aisement.

(*b*) Notre existence a des liaisons et des rapports avec toute la nature La terre, les mers, l'air, le soleil, tout concourt à notre conservation. Le pain, qui nous nourrit, vient de ce grain confié à la terre; la terre est fécondée par les pluies qui l'arrosent; ces pluies tombent des régions de l'air, l'air soutient les vapeurs qui les produisent; ces vapeurs s'élèvent de la surface des mers et des fleuves; cette évaporation suppose l'action de la chaleur et du solei Voilà comment tout est d'accord pour fournir à notre subsistance

Tout se lie depuis l'infiniment petit jusqu'à l'infinin grand, et le ver qui rampe sur la terre tient à la constellatior brille au plus haut des cieux.

IV. Translate into French:

(*a*) The army of the Persians, in the plains of Arbr such a sea of people, that it did somewhat astonish the com in Alexander's army, who came to him, therefore, and wi to set upon them by night; but he answered, "he would the victory;" and the defeat was easy. pandre.

(*b*) Solon said well to Crœsus (when in oste showed him his gold), "Sir, if any other come that h iron than you, he will be master of all this gold."

(*c*) Alas, what need you be so boisterous rough
I will not struggle, I will stand stone-still,
For heaven's sake, Hubert! let me not be b
Nay, hear me, Hubert! drive these men aw
And I will sit as quiet as a lamb;
I will not stir, nor wince, nor speak a worc ohère:
Nor look upon the iron angrily. ir.

(*d*) To gild refined gold, to paint the lily,
To throw a perfume on the violet,
rnée.

To smooth the ice, or add another hue
Unto the rainbow, or with a taper-light
To seek the beauteous eye of heaven to garnish,
Is wasteful and ridiculous excess.

SATURDAY, 17TH DECEMBER, 10 A.M. TO 1 P.M.

ARITHMETIC.

(*N.B.*—Answers in money *must* be stated in £ *s. d.* or in *Rs. a. p*, as the case may be, and *not* as fractions of £1 or of Re. 1.)

I. What is meant by (1) a prime number; (2) the prime factors of a composite number; (3) the L.C.M of two or more numbers? Give an example of each.

Simplify $\frac{3}{4} - \left(\frac{4}{7} - \frac{5}{9}\right) \times 21 + \frac{2\frac{1}{4} - \frac{4}{3} \text{ of } 1\frac{5}{6}}{\frac{4}{5} \div \frac{3}{10} + 1\frac{4}{9}}$.

II. Divide $\cdot 01\dot{4}\dot{6}$ by $\cdot\dot{7}43\dot{2}$. Find how many bars, each 10 ft. long, 1·5 in. broad, and 0 875 in. thick, can be made from 10 cubic yards of iron.

III. Find the value of £1 in Indian money when the rupee is at 1*s*. 5½*d*., the price of a bill for £70 at the same rate of exchange, and the alteration in the price of the bill owing to a fall of ½*d*. in the value of the rupee.

IV. Find the cost of 67ca. 19m. 4v. 26pal. sugar at Rs. 91-10-8 ɿr candy.

V. A man undertakes to complete a contract within a specified He employs 40 men, 30 women, and 20 boys, and when one- ›f the time has expired he finds only one-fourth of the work He then dismisses the boys, and employs an additional num- men, and the work is finished at the time specified. Suppos-

II. ɱn do as much as 3 women, and 3 women do as much as ɱnd the total number of men finally employed.

du roi pa Find what sum will in 3 years amount to £1,562 15*s*. 10½*d*.,
auprès d compound interest at 5 per cent. per annum.
sans avo merchant imports equal quantities of two kinds of tea
qui jusqu and 1*s*. 8*d*. per lb. respectively, and freight, insurance,
toujours. nt to 10 per cent. of the total cost price. He mixes the
des Kalm the cheaper tea with half the dearer, the other half of which
arrive à t 3*s*. 1*d*. per lb He sells the mixture at 2*s* 4*d*. per lb.
basse sur the gain per cent. on his outlay?
cheval; et
deux lieue A person in a railway carriage observes that there are
(ɩ ɔh poles to the mile, at equal intervals apart, and that
XII, roi de asses 13 of these intervals in 1*m*. 37·5*s*. Find the speed
grand, et c in miles per hour.
l'une, ni ét gentleman owns an estate yielding a rental of £7,500 a
jusqu'à cel hich he spends 35 per cent. on repairs, management, taxes,

&c. He sells the estate, realising £120,250, which he invests in 4 per cent. stock at $92\frac{1}{2}$. If he has to pay income tax at the rate of 6*d*. per £1 on the interest derived from this investment, find the alteration in his clear income.

X. In a certain city the birth-rate per annum is 37·5 per 1,000, and the death-rate per annum 32·25 per 1,000 of the population at the beginning of the year. If in a certain year the average number of births per month exceeds the average number of deaths by 245, find the population of the city at the end of that year.

SATURDAY, 17TH DECEMBER, 2 TO 3-30 P.M.

ALGEBRA.

I. Prove that $(x-y)(x+1)(y+1)-x(y+1)^2+y(x+1)^2=(x-y)(x+y+2xy)$.

Find the product of $(1-x+x^2)(1+x+x^2)(1-x^2+x^4)$.

II. Show that the product of any two expressions is equal to the product of their H.C.F. (*i.e.* G.C.M.) and L.C.M.

Find the H.C.F. of the expressions $x^4-6x^3+7x^2+6x-8$ and $2x^3-11x^2+11x+4$.

III. Simplify $\dfrac{(x+y)^2+(x-y)^2}{(x+y)^2-(x-y)^2} \div \dfrac{x^4-y^4}{2xy(x-y)}$;

and prove that $\dfrac{(a+1)^2}{(a-b)(a-c)}+\dfrac{(b+1)^2}{(b-c)(b-a)}+\dfrac{(c+1)^2}{(c-a)(c-b)}=1$.

IV. Solve the equations

(1) $\dfrac{1}{x-1}-\dfrac{1}{x}-\dfrac{1}{x+3}+\dfrac{1}{x+4}=0$.

(2) $\left.\begin{array}{l}\dfrac{b}{x}+\dfrac{a+c}{y}=m \\ \dfrac{a-c}{x}+\dfrac{b}{y}=n.\end{array}\right\}$

V. A number consists of two digits. When the number is divided by the sum of its digits, the quotient is 7. The sum of the reciprocals of the digits is 9 times the reciprocal of the product of the digits. Find the number.

MONDAY, 19TH DECEMBER, 10 A.M. TO NOON.

GEOMETRY.

I. Show that any two sides of a triangle are greater than the third side.

Straight lines are drawn parallel to the sides of a triangle

through any point within it, prove that they are together greater than half the sum of the sides.

II. Show that parallelograms on the same base, and between the same parallels, are equal to one another.

Prove that the area of a parallelogram is equal to the rectangle contained by its height and its base.

III. Divide a straight line into two parts, so that the rectangle contained by the whole and one part may be equal to the square on the other part.

If an equilateral triangle be described on the greater segment, prove that the straight line joining its vertex to the other extremity of the line is equal to the diagonal of the square described on the same segment.

IV. Define similar segments of circles.

Show that in equal circles, equal angles stand on equal arcs, whether they be at the centre or at the circumference.

Two equal circles intersect in A and B, and the centre of one is on the circumference of the other; if any line ADC be drawn, cutting the circles in D and C, prove that the triangle BDC is equilateral.

V. If a straight line touch a circle, and from the point of contact a straight line be drawn cutting the circle, show that the angles which this line makes with the touching line are equal to the angles in the alternate segments.

Two circles intersect in A, and the tangents at A meet them again in D and E. If DE cut the circles in B and C, prove that the triangle ABC is isosceles.

MONDAY, 19TH DECEMBER, 2 TO 3-30 P.M.

PHYSICS.

I. Describe any simple experiments to show that liquids have some cohesion, but gases none.

II. Briefly describe Torricelli's barometer experiment, and state clearly what it teaches us.

III. Find the force, in pounds' weight, needed to press (*a*) 1 cubic foot of cork (sp. gr. $\frac{1}{4}$) under water, (*b*) 1· cubic foot of iron (sp. gr. 7) under mercury (sp. gr. $13\frac{1}{2}$); having given that 1 cubic foot of water weighs $62\frac{1}{2}$ lb

IV. Explain clearly what is meant by *specific heat*, and by *latent heat*; and describe any simple experiments to illustrate each.

V. A bottle A contains a certain weight of water, and another B the same weight of mercury. I place both at the same temperature, 100°C, in a room at 25°C. Will A or B get cooled first? Explain clearly why.

VI. If a flat thick piece of glass is laid on a printed page of a book, and we look at the page in a slanting direction, we see the letters as if lifted up. Explain this clearly.

VII. Show by a sketch how a ray of sun-light is sent by a prism; and explain the reason of the rainbow colours produced at the same time.

VIII. Describe an experiment to prove that when I bring an insulated conductor charged with electricity near to another insulated conductor, two opposite kinds of electricity are induced on opposite sides of the latter.

IX. Sketch, and describe briefly, the arrangement of 3 Grove's cells to form a battery. Why should the zincs be amalgamated? and why do we use nitric acid?

MONDAY, 19TH DECEMBER, 3-35 TO 5-5 P.M.

CHEMISTRY.

I. Describe an experiment with which you are acquainted to illustrate the fact that when chemical change occurs, there is neither gain nor loss of weight, but that the bodies resulting from the action have exactly the same weight as the bodies which took part in it.

II. What gas is formed when hydrochloric acid acts upon chalk or marble ($Ca\,CO_3$)? How much of this gas by weight can be obtained from 100lb. of either of these materials?

$$Ca = 40 \quad C = 12 \quad O = 16.$$

III. Chemical changes are always accompanied by changes of other descriptions. Give some illustrations of these latter changes, and mention the chemical changes which produce them.

IV. Illustrate (1) by elementary substances, and (2) by compound substances, the statement that "chemical combination takes place most readily between those bodies which least resemble each other."

V. Coal, it is said, contains carbon and hydrogen. How could you prove the presence of both these elements in coal?

VI. The metallic or non-metallic nature of certain elements can be recognized, you are told, by their appearance. What are the properties referred to, and how does a knowledge of them enable you to decide whether an element is a metal or a non-metal?

TUESDAY, 20TH DECEMBER, 10 A.M. TO NOON.

INDIAN HISTORY.

I. Under what dynasty did Buddhism most extensively prevail in India? Which of that line of kings did most towards its extension, and what was it he did with that end in view?

II. What circumstances led to the overthrow of Ghazni, Kanouj, Kerala, Pandya, and Sind ?

III. It has been said of Muhammad Taghlak that he was " one of the most accomplished princes and most infamous tyrants that ever adorned or disgraced human nature." Show, from his character and public life, the truth of this statement.

IV. Contrast the policy of Aurangzeb with that of Akbar. What was the ultimate result of the policy of the former ?

V. Under what circumstances did the British acquire possession of Arakan, Bundelkhand, the Ceded Districts, Nagpur, and Coorg ?

VI. Mention four Indian ladies who are distinguished in Indian history, and give a brief account of the part taken by each in public affairs.

VII. What was the mission on which Lord Clive was sent as Governor and Commander-in-Chief of Bengal, and how did he perform that mission ?

VIII. What caused the resignation of Lord Lake, and the recall of Lord William Bentinck and Lord Gough ?

TUESDAY, 20TH DECEMBER, 12-5 TO 2-5 P.M.

ENGLISH HISTORY.

I. (*a*) To what *three* states were the kingdoms of the Heptarchy reduced ? (*b*) By whom were those three states respectively ruled ? (*c*) How did each of the rulers distinguish himself ?

II. Explain the terms, Bretwalda, Ordeal, Danegeld, and Scutage.

III. Give, *with dates*, the names of the sovereigns of York and Lancaster.

IV. (1) What were the causes that led to (*a*) The Wars of the Roses ; (*b*) The Civil War ; and (*c*) The Revolution ?
(2) Who were the Ordainers, the Lollards, the Patriots, and the Chartists ?

V. Give the terms of the treaties of (*a*) Wallingford ; (*b*) Limerick ; and (*c*) the Peace of Paris (1763).

VI. Give the composition of Simon de Montfort's Parliament, and state what you know of (*a*) the Good Parliament, and (*b*) the Long Parliament.

VII. Draw genealogical tables showing the descent of Henry VII. from Edward III., and of James I. from Henry VII.

VIII. Mention some of the evils the Reform Bill of 1832 was intended to remedy, and name the main provisions of the Bill.

IX. Give an account of the trials of any *two* of the following :—
John Hampden, Lord Strafford, the Seven Bishops, Dr. Sacheverell.

TUESDAY, 20TH DECEMBER, 3 TO 5 P.M.

GEOGRAPHY.

I. Give some connected account of the lake-system of N. America, and of the mountain-system of India.

II. Large plains with peculiar characteristics are known by distinct names in different parts of the world. Give the names, situations, and characteristics of six such plains.

III. To what race do the natives of each of the following countries belong; what is the religion professed by them; and what is the language spoken by them?—Afghanistan, Arabia, China, Holland, Kashmir, Norway, Portugal, Switzerland.

IV. Describe the situation as nearly as possible of the following places, and say for what they are noted:— Baku, Dannemora, Havana, Milwaukie, Pasco, Salzburg, Tamatave, Uppernavik.

V. From what countries are the following articles principally exported?—camphor, cinchona-bark, cork, petroleum, hides, olive oil, quicksilver, tin.

VI. Name the different lines of railway (including branch lines) and the main lines of navigable canals in the Madras Presidency, stating where they begin and end, and giving the names of the principal towns through or near which they pass.

VII. Draw a map of S. America, showing its principal physical features, and the position of the following towns:—Bahia, Buenos Ayres, Georgetown, Guayaquil, Lima, Monte Video, Rio Janeiro, Santa Fé.

FIRST EXAMINATION IN ARTS, 1887.

THURSDAY, 15TH DECEMBER, 10 A.M TO 1 P.M.

ENGLISH POETRY.

I. "In developing his plot in *The Merchant of Venice*, Shakspere produces a climax by so interweaving 1) its *two threads*, that the one which leads to 2) the *human lesson* (of the way of true life, comes to its end in the third Act; the other is ready to add, in the fourth Act, 3) its *diviner lesson*."

(*a*) Explain briefly what is referred to in 1), 2), 3)

(*b*) What is the lesson of the fifth Act?

(*c*) What was the legend on the casket of lead and what lesson was it intended to convey? Illustrate your answer by reference to the action and character of Bassanio.

II. (*a*) In Bassanio's soliloquy before making his choice of the casket, he begins by saying:—"The world is still deceived by ornament."

Give the substance of his illustrations of this statement as regards *law*, *religion*, *vice*, *beauty*

(*b*) Bellario's letter contained four important statements or instructions Write the letter, in your own words, in four paragraphs.

(*c*) Give in direct form the request of Bassanio and the reply of Portia, the latter of which led to Shylock saying: *A Daniel come to judgment.*

III. (*a*) Quote the line or couplet which follows each of these quotations:—

(1) The devil can cite scripture for his purpose.
(2) It [mercy] is an attribute to God himself.
(3) Such harmony is in immortal souls.
(4) How far that little candle throws his beams.

(*b*) Refer to passages in your play which illustrate or remind you of what is italicised in the following:—

(1) I met her deity
Cutting the clouds towards Paphos and her son
Dove-drawn with her.—*The Tempest*

(2) Angelic presence testifying
That round her everywhere are flying
Ostents from which she may presume
That much of Heaven is in the room.—*Lamb.*

(3) Vile worm thou wast *o'er-looked* even in thy birth.
—*Merry Wives.*

(4) Before the *golden tresses* of the dead,
The right of sepulture, were shorn away
To live a *second life on second head*
Ere beauty's dead fleece made another gay.—
Sonnet 68.

(5) Live so, my love, that when death shall come
Swanlike and sweet it may waft thee home.—*Doane:*

IV. (*a*) Explain by close paraphrase:—

(1) I have a mind presages me such thrift
That I should questionless be fortunate.

(2) It is no mean happiness to be seated in the mean; superfluity comes sooner by white hairs, but competency lives longer.

(3) The villany you teach me I will execute; and it shall go hard but I will better the instruction.

(4) In the course of justice none of us should see salvation.

(*b*) Explain Shakspere's use of *certify, fraught, excrement, estimation.*

(*c*) Derive *impediment, moiety, quaintly, danger.*

(*d*) Write brief notes on *Nestor, Hagar's offspring, Alcides, Erebus, Endymion, Pythagoras.*

V. (*a*) In the passage describing Satan's shield and spear, each is drawn by the help of a simile.' To what is each compared?

(*b*) In the same passage, to what two things does Milton compare Satan's legions (as they lay on the Lake) to show their vastness?

(*c*) As an illustration of Milton's digressions, show how he enlarges the latter of these comparisons in (*b*).

(*d*) What though the field be lost,
All is not lost.

What four things does Satan specify as 'not lost'?

(*e*) On what grounds does Satan urge that they may 'with more successful hope' wage eternal war? What is Beelzebub's objection, and how does Satan answer it?

(*f*) Relate (not necessarily in verse) what immediately followed when the 'standard,' or 'imperial ensign' was unfurled by Azazel. (Three results should be specified.)

VI. (*a*) Give from *Paradise Lost*, Book I, an example of:—
(1) The use of *its*, (2) *his* used for *its*, (3) *her* used for *its*.

(*b*) Write notes on any peculiarity of construction in the portions italicised:—

(1) You may as well forbid the mountain pines
To wag their high tops and *to make no.* noise.

(2) The ascending hill
Stood fixed her stately *highth.*

(3) For never, *since created man,*
Met such embodied force.

(c) Mark the feet and accents in the following lines, and remark on any peculiarities of prosody which they contain :—

(1) For you to laugh and weep and say you are merry.
(2) Neither have I money nor commodity.
(3) From heaven; for even in Heaven his looks and thoughts.
(4) That all these puissant legions, whose exile.

VII. (a) Paraphrase :—

(1) And instead of rage
Deliberate valour breathed, firm and unmoved
With dread of death to flight or foul retreat.

(2) Thus far these beyond
Compare of mortal prowess, yet observed
Their dread commander.

(b) In what sense does Milton use *o'er-blown, afflicted, sublimed, coast ?*

(c) Derive or give the root-meaning of *invest, profane, horrid, guise, immense, conclave, thrall, pernicious.*

VIII. (a) Explain by paraphrase :—

(1) Intrusive forests quit the cultured ground
And Ceres laughs with golden fillets crowned.

(2) Hovered thy spirit o'er thy sorrowing son,
Wretch even then, life's journey just begun ?

(3) All this still legible in memory's page
Adds joy to duty, makes me glad to pay
Such honours to thee as my numbers may.

(b) Explain fully the allusions in :—

(1) And sure the Eternal Master found
The *single talent* well employed.

(2) O'er restless realms when scowling *Discord flings*
Her snakes.

(3) E'en the all-dazzling *Crown*
Hides his faint rays, and at *her* bidding shrinks

(c) In the lines to *the Cuckoo,* how is the period of its arrival and of its departure indicated, in each case by reference to a flower ?

IX Give the date of each of the following —

(1) the death of Shakspere, (2) the publication of *Paradise Lost,* (3) the death of Dr Johnson, (4) the publication of the *Vanity of Human Wishes,* (5) the death of Cowper, (6) the death of Burns.

THURSDAY, 15TH DECEMBER, 2 TO 5 P.M.

ENGLISH PROSE.

I. (1) Describe the constitution of the tribunal before which Verres was tried, and explain how "such trials as that of Verres were much more like an impeachment before the House of Commons than a calm judicial inquiry."

(2) Against what charge did Cicero defend Milo? What was the line of defence adopted, and why was the speech as we have it never spoken?

(3) What position did Cicero take up in the war between Pompey and Cæsar, and by what motives was his conduct probably actuated?

II. (1) What is the subject matter of the Tusculan Disputations? Under what circumstances was the treatise written, and why was it so called?

(2) Recapitulate Cicero's ideas of the duties and qualifications of a public orator. In what treatises are they developed?

III. (1) "The appeal (I am a Roman citizen) will be always remembered as having supplied Lord Palmerston with one of his most telling illustrations." Explain the allusion.

(2) Give the story of the Cambridge Senior Wrangler, and explain the connection in which Mr. Collins introduces it.

(3) Refer to their source the quotations in the following extracts:—

(*a*) We all understand something of the pride which in such matters apes humility.

(*b*) The latter was a greatness literally thrust upon him.

(*c*) We feel that the younger men are pushing us from our stools.

IV. Describe, by means of a few well-chosen epithets, the character of Cicero, of Atticus, and of Catiline.

V. (1) Explain the following sentences:—

(*a*) For his books he entertained not only the calm love of a reader, but the passion of a bibliophile.

(*b*) To one like Cicero, Athens was at once classic and holy ground.

(*c*) There were men who dabbled in literature in a gentleman-like way.

(*d*) Such poetic gift as he had was facility rather than genius.

(*e*) Cicero held retainers from Dyrrachium.

(*f*) Loyalty became a point of professional honour among the clergy.

(*g*) Democracy does not require the support of prescription.

(*h*) They were no janissaries, but free-born Englishmen.

(2) Give the meaning of the following expressions:—this parvenu from Arpinum—grand climacteric—the curule chair—stars of the Roman stage—cure of souls—root and branch men—a reversionary right—a sacrament of blood.

VI. (1) "The Church of England occupies a middle position between the Churches of Rome and Geneva." Illustrate the statement by a reference (1) to her doctrine of church government, (2) to her public worship.

(2) Under what circumstances did the Whigs and Tories first appear in history as antagonistic parties? Explain Macaulay's statement that "in one sense the distinction which then became obvious had always existed and must always exist"

(3) What considerations does Macaulay adduce to show that Cromwell acted under pressure from the army in consenting to the execution of Charles I? To what other occasion does he refer as one on which Cromwell sacrificed his own judgment and inclinations to the wishes of the army?

VII. Explain:—

(1) Why historical research is conducted in England so much under the influence of party spirit.

(2) Why it would probably have been fatal to England if the administration of James I. had been an able and splendid one.

(3) Why the victory of Marston Moor was not a more serious blow to the Royalists than to the Parliament.

VIII. (1) Express the meaning of the following sentences without the use of the concrete illustrations:—

(*a*) Sometimes an authority that would have satisfied Hildebrand was ascribed to the sovereign.

(*b*) Appeals to provincial and national synods were scarcely less unscriptural than appeals to the Court of Arches or the Vatican.

(*c*) The last confessors who had stood before Bonner had passed away.

(*d*) They began to clamour for the head of the traitor who was for treating with Agag.

(2) What historical comparisons are used in your text to illustrate the following:—

(*a*) The effect of the Papal supremacy in uniting the nations of Western Europe.

(*b*) The excesses of the Republican army after the death of Cromwell.

(*c*) The appointment of a man like Cicero to a provincial command.

IX. (1) Why does Macaulay anticipate the reproach of descending below the dignity of history?

(2) Mention, with illustrations, some of the most important causes of the simplicity of Macaulay's style.

FRIDAY, 16TH DECEMBER, 10 A.M. TO 1 P.M.

ENGLISH LANGUAGE.

I Write an essay, about three pages in length, giving *either* (1) a sketch of the career of Oliver Cromwell, *or* (2) a description of the scenery of any district with which you are well acquainted.

II. Write a paraphrase of the following passage in three short paragraphs:—

Jaffar, the Barmecide, the good Vizier,
The poor man's hope the friend without a peer—
Jaffar was dead, slain by a doom unjust.
And guilty Haroun, sullen with mistrust
Of what the good, and e'en the bad might say,
Ordain'd that no man living from that day
Should dare to speak his name on pain of death.
All Araby and Persia held their breath,
All but the brave Mondeer —He, proud to show
How far for love a grateful soul could go,
And facing death for very scorn and grief
(For his great heart wanted a great relief),
Stood forth in Bagdad daily in the square
Where once had stood a happy house, and there
Harangued the tremblers at the scymitar
On all they owed to the divine Jaffar.

III. (1) Give in your own words the equivalent of each of the following:—

(*a*) God helps them that help themselves.
(*b*) Vessels large may venture more,
But little boats must keep near shore.
(*c*) Ill blows the wind that profits nobody.
(*d*) Yet gold all is not that doth golden seem.

EXAMPLE:—'When in Rome, do as the Romans do' = adapt yourself to your circumstances.

(2) Explain the following, and introduce them appropriately into sentences of your own:—(*a*) to leave no stone unturned; (*b*) the sinews of war; (*c*) to put one's shoulder to the wheel; (*d*) to fall between two stools; (*e*) a labour of Sisyphus; (*f*) a Stentorian voice.

IV. (1) Distinguish (*a*) *sensuous—sensual—sensitive—sentient—sensible*; (*b*) its *last* but not *final* interpreter; (*c*) *female* and *feminine*; (*d*) *apostrophe* and *personification*.

(2) Rewrite the *first* sentence of the following extract in two ways so as to show (*a*) what Falstaff means; (*b*) What Pistol playfully takes him to mean; and the *last* sentence without using the word 'about' —

Falstaff:—My honest lads, I will tell you what I am about.
Pistol:—Two yards and more.

Falstaff:—No quips now, Pistol! Indeed I am in the waist two yards about: but I am now about no waste. I am about thrift.

(3) Explain what is meant by a *pun*, and illustrate from the extract in (2).

V. Give (1) two verbs derived from proper names of persons, (2) two common nouns derived from proper names of places, (3) two adjectives derived from *one*, (4) two verbs derived from *two*; and in each case give the meaning, tracing it from the original.

VI. (1) The following words contain double inflections. What are these inflections?—*children*—*songstress*.

(2) Give the force of the prefix and the language to which in each case it belongs:—*a*jar—*a*vert—*a*vow—*a*nonymous.

(3) Give the force of the suffix in:—ox*en*—vix*en*—oat*en*—strength*en*—writt*en*.

(4) Explain the italicized portion in, need*s*—seld*om*—aft*er*—*the* more, *the* merrier.

VII. (1) Analyze into principal and subordinate clauses, giving the construction of the latter:—

I know not if I know what true love is
But if I know then if I love not him
Methinks there is none other I can love.

(2) Simply state what in each case the pronoun 'it' stands or:—

That he is mad 'tis true 'tis pity
And pity 'tis 'tis true.

VIII. Examine the following and give in each case a reason either for correcting the expression or for regarding it as correct:—

(1) A glass ink-horn. (2) The expression sounds harshly. (3) Who are you speaking to? (4) The officer, not the men, are responsible. (5) Man, though he has a great variety of thoughts, yet they are all within his own breast. (6) Walking over the mountain top, the view was superb. (7) Sincerity is as valuable and even more so than knowledge. (8) Be worthy me, as I am worthy you. (9) Social reformers assert that our deficiencies in this respect are being gradually improved. (10) I have persuaded him that he is wrong.

IX. Re-write the following sentences, expressing in an entirely different construction the portion in italics:—(1) Their departure, *instead of lessening*, augmented the general consternation. (2) *Nothing was more grateful* to his feelings *than* the attention which he paid to the Etheling Edgar. (3) *To the praise of* consummate wisdom in the Cabinet *he added that of* unrivalled courage. (4) *To their disappointment*, he sent for his crown from Winchester. (5) *Give me liberty or give me death.*

X. Taking *one* of the following proverbs as a motto, write a short narrative (about a page in length) to illustrate it :—

(1) A rolling stone gathers no moss.
(2) The last straw breaks the camel's back.
(3) It's a long lane that has no turning.

FRIDAY, 16TH DECEMBER, 2 TO 5 P.M.

PHYSIOLOGY.

I. Give an account of the different classes of food-stuffs. In which class or classes would you place bread, eggs, rice, and milk, respectively ?

II. Enumerate the various secretions which act upon the food from the time it enters the mouth until it has passed through the duodenum. State with regard to each secretion :

(1) its reaction, i.e., whether neutral, acid, or alkaline ;
(2) the class or classes of food stuff acted upon by it ;
(3) the nature of such action.

III. What is the difference between the blood contained in the right auricle and that contained in the left auricle ? Trace in detail the course of the blood from the right auricle to the left ventricle.

IV. State with regard to the diaphragm : (1) its position ; (2) its structure ; (3) its function ; (4) the manner in which this function is performed.

V. Describe : (1) Amœboid movement ; (2) Ciliary movement. Where do they occur in the human body ? What purpose do they serve ?

SATURDAY, 17TH DECEMBER, 10 A.M. TO 1 P.M.

SANSKRIT : TEXT-BOOK AND GRAMMAR.

I. (1) "सप्ताङ्गमुच्यते राज्यं"—"राजवृत्तं तु चाष्टधा."

Enumerate these. To what seven aṅgas of the human body are the former severally likened ?

(2) What is Śukrāchārya's theory of caste ?

(3) Enumerate the ten prakṛitis in the order of precedence, and describe the functions of the Sumantraka.

(4) Quote from Śukranīti the passage containing sentiments similar to the following :—

जन्मान्तरविहितं कर्म फलमुपनयति पुरुषस्येह जन्मनि।
न हि शक्यं दैवमन्यथा कर्तुमभियुक्तेनापि।

(5) Why should not a king be स्वतन्त्र ?

(6) Enumerate and explain the three measures of time and the four branches of learning.

(7) Define आयः, क्षेमपत्रं, कार्यकालमिता भृतिः and उन्मानं.

II. Paraphrase and in the case (1) change also the construction into the passive.

(1) अभिजनवतो भर्तुः श्लाघ्ये स्थिता गृहिणीपदे
विभवगुरुभिः कृत्यैस्तस्य प्रतिक्षणमाकुला।
तनयमचिरात्प्राचीवार्कं प्रसूय च पावनम्
मम विरहजां न त्वं वत्से शुचं गणयिष्यसि॥

(2) भूत्वा चिराय चतुरन्तमहीसपत्नी
दौष्यन्तिमप्रतिरथं तनयं निवेश्य।
भर्त्रा तदर्पितकुटुम्बभरेण सार्धं
शान्ते करिष्यसि पदं पुनराश्रमेऽस्मिन्॥

(3) प्रकीर्णविषयारण्ये धावन्तं विप्रमाथिनम्।
ज्ञानाङ्कुशेन कुर्वीत वश्यमिन्द्रियदन्तिनम्॥

(*a*) Dissolve the underlined compounds, and state to what class each of them belongs.

(*b*) What rule of the sacred law is referred to in (2)?

(*c*) In what metres are the above written? Scan (1) and (3).

III. (1) "Two negatives in Sanskrit make an assertion emphatically positive." Quote one or more examples from your text.

(2) Translate the following extracts so as to bring out clearly the special meaning of नाम in each.

(a) अभिज्ञानशाकुन्तलं नाम नाटकं प्रयोक्तव्यं.

(b) विनीतवेषेण प्रवेष्टव्यानि तपोवनानि नाम.

(c) अतनुषु विभवेषु ज्ञातयस्सन्तु नाम.

(d) कृताभिमर्षामनुमन्यमानः सुतां त्वया नाम मुनिर्विमान्यः।

(e) अपि नाम कुलपतेरियमसवर्णसंभवा स्यात्

(3) Give the meaning of the following phrases :—

न चेदन्यकार्यातिपातः, आत्मापहारं करोमि, स्वनियोगमशून्यं कुरु, न चात्मनः प्रभवामि, निमित्तं सूचयित्वा, उदारः कल्पः.

(4) Give the derivation and the meaning of— स्त्रैण, पथ्य, पाथेय, परंतप, मेधाविन्, कुशेशय, बाणासन.

IV. (1) Decline दोस् arm.

(2) Conjugate "कॄ to scatter," "अर्ह् to deserve," "पच् to cook," "हन् to kill," and सं + कृ in the second person of the Perfect (*Lit*).

(3) Conjugate गाह् in the Aorist (*Luṅ* in the Active (कर्तरि) Give the 3rd person singular in the Aorist (*Luṅ*) in the Active (कर्तरि) and Passive (कर्मणि) of "हन् to kill," "गण् to count," "अद् to eat," "दृश् to see" and "अस् to throw," the 2nd person singular in the imperative of "अस् to be," "हा to desert," and "हु to sacrifice."

(4) How and from what roots are आत्त, ईप्सित, क्षाम and पीन derived?

V. Correctly rewrite :

(1) मा भवान्साश्रुपातेन रुदन्तीं तपस्वीं महद्दण्डेनानेन-बालमेनामताडय: ।

(2) सोमदत्तेति नामवयस्येन पुष्पोद्भवो महाराधनाय गङ्गयो त्तरेण महतामाश्रमपदं प्रतस्थौ। सश्चामरपत्यु: वरं प्राप्त्वा कति पयैरहोभिंर् रथतुरगपदातिभिस्समन्वितो विपक्षराजानमारुरोध समराय च तमाजुहाव ॥

SATURDAY, 17TH DECEMBER, 2 TO 5 P.M.

SANSKRIT : TRANSLATION.

I. Translate into English :

(1) ग्रीष्मसूर्यांशुसन्तप्तमुद्वेजनमनाश्रयम् ।
मरुस्थलमिवोदग्रं त्यजेद्दुर्जनसङ्गमम् ॥
निश्वासोद्गीर्णहुतभुग्धूमधूम्रीकृताननै: ।
वरमाशीविषै: सङ्गङ्कुर्यान्नत्वेव दुर्जनै: ॥
क्रियतेऽभ्यर्हणीयाय सुजनाय यथाञ्जलि:।
ततस्साधुतर: कार्यो दुर्जनाय हितार्थिना ॥
नित्यं मनोपहारिण्या वाचा प्रह्लादयेज्जनान् ।
उद्वेजयति भूतानि क्रूरवाग्धनदोऽपि सन् ॥
ह्रादि विद्ध इवात्यर्थं यया सन्तप्यत जन: ।
पीडितोऽपि हि मेधावी न तां वाचमुदीरयेत्।
प्रियमेवाभिधातव्यं नित्यं सत्सु द्विषत्सु वा ।
शिखीव केकां मधुरां वाचं ब्रूते जनप्रिय: ॥

मदरक्तस्य हंसस्य कोकिलस्य शिखण्डिनः
हरंति न तथा वाचो यथा साधु विपश्चिताम् ॥
ये प्रियाणि प्रभाषन्ते प्रियमिच्छन्ति सत्कृतम्
श्रीमन्तो वन्द्यचरितादेवास्ते नरविग्रहाः ॥
न हीदृशं संवननं त्रिषु लोकेषु विद्यते ।
दया मैत्री च भूतेषु दानञ्च मधुरा च वाक् ॥

(2) क्रियावसानविरसैर्विषयैरपहारिभिः ।
गच्छत्याक्षिप्तहृदयः कराव नृपतिर्ग्रहम् ॥
शब्दस्पर्शश्च रूपञ्च रसो गन्धश्च पञ्चमः ।
एकैकन्त्वलमेतेषां विनाशप्रतिपत्तये ॥
शुचिर्दर्भांकुराहारो विदूरभ्रमणे क्षमः ।
लुब्धकोद्गीतलोभेन मृगो मृगयते वधम् ॥
गिरीन्द्रशिखराकारो लीलयोन्मूलितद्रुमः ।
करिणीस्पर्शसम्मोहाद्बन्धनं याति वारणः ॥
स्निग्धदीपशिखालोकाविलोलितविलोचनः ।
मृत्युमिच्छति सम्मोहात्पतङ्गः सहसा पतन् ॥
अगाधसलिले मग्नो दूरेऽपि वसतौ वसन् ।
मीनस्तु सामिषं लोहमास्वादयाति मृत्यवे ॥
उत्कर्त्तितुं समर्थोऽपि गन्तुश्चैव सपक्षकः ।
द्विरेफो गन्धलोभेन कमले याति बन्धनम् ॥
एकैकशो विनिघ्नन्ति विषया विषसन्निभाः ।
किं पुनः पञ्चमिलिता न कथं नाशयन्ति हि ॥

(3) शाङ्गरवः । किं कृतकार्यद्वेषाद्धर्मं प्रति विमुखतोचिता राज्ञः ।

राजा । कुतोऽयमसत्कल्पनाप्रश्नः ।

शार्ङ्गरवः । मूर्च्छन्त्यमी विकाराः प्रायेणैश्वर्यमत्तेषु ।

राजा । विशेषेणाधिक्षिप्तोऽस्मि ।

गौतमी । जाते मुहूर्तं मा लज्जस्व । अपनेष्यामि तावत्तेऽवगुण्ठनम् । ततस्त्वां भर्त्ता अभिज्ञास्यति । इति यथोक्तं करोति ।

राजा । शकुन्तलां निर्वर्ण्य । आत्मगतम् ।

इदमुपनतमेवं रूपमाक्लिष्टकान्ति
प्रथमपरिगृहीतं स्यान्न वेत्यव्यवस्यन् ।
भ्रमर इव विभाते कुन्दमन्तस्तुषारं
न खलु च परिभोक्तुं नैव शक्नोमि हातुम् ॥

इति विचारयन् स्थितः ।

प्रतीहारी । अहो धर्मापेक्षिता भर्त्तुः ईदृशं नाम सुखोपनतं रूपं प्रेक्ष्य कोऽन्यो विचारयति ॥

(4) कामं प्रत्यादिष्टां स्मरामि न परिग्रहं मुनेस्तनयाम् ।
बलवत्तु दूयमानं प्रत्याययतीव मां हृदयम् ॥

(5) न कश्चिज्जात्वातिक्रामेज्जरामृत्यू हि मानवः ।
अपि सागरपर्यन्तां विजित्येमां वसुन्धराम् ॥

सुखं वा यदि वा दुःखं भूतानाम्पर्युपस्थितम् ।
प्राप्तव्यमवशैः सर्वं परिहारो न विद्यते ॥

(6) सन्ति पुत्राः सुबहवो दरिद्राणामनिच्छताम् ।
नास्ति पुत्रः समृद्धानां विचित्रं विधिचेष्टितम् ॥
दृश्यते हि युवैवेह विनश्यन् वसुमान्नरः ।
दरिद्रश्च परिक्लिष्टः शतवर्षो जरान्वितः ॥
प्रायेण श्रीमता लोके भोक्तुं शक्तिर्न विद्यते ।
काष्ठान्यपि हि जीर्यन्ते दरिद्राणाञ्च सर्वशः ॥

II. Translate into Sanskrit :

In former times, there was a king named Sivi, self-denying, compassionate, generous, resolute, the protector of all creatures; and in order to beguile him, Indra assumed the shape of a hawk, and swiftly pursued Dharma (God of Justice), who, by magic, had transformed himself into a dove. The dove in terror went and took refuge in the bosom of Sivi. Then the hawk addressed the king with a human voice : " O king, this is my natural food, surrender the dove to me, for I am hungry. Know that my death will immediately follow, if you refuse my prayer ; in that case, where will be your righteousness ?" Then Sivi said to the god : " This creature has fled to me for protection, and I cannot abandon it ; therefore I will give you an equal weight of some other kind of flesh." The hawk said, " If this be so, then give me your own flesh ?" The king delighted, consented to do so. But as fast as he cut off his flesh and threw it on the scale the dove seemed to weigh more and more in the balance. Then the king threw his whole body on to the scale, and thereupon a celestial voice was heard : " Well done ; this is equal in weight to the dove." Then Indra and Dharma abandoned the form of hawk and dove, and being highly pleased, restored the body of king Sivi whole as before, and after bestowing on him many other blessings, they both disappeared.

SATURDAY, 17TH DECEMBER, 10 A.M. TO 1 P.M.

LATIN: TEXT-BOOKS AND GRAMMAR.

I. (1) Give the English equivalent of *pollicitus, pransus, sepultus, venerabundus.*

(2) In what three different ways may the meaning of a word (noun or adjective) be modified by its diminutive ? Give, in the form of a short sentence, an example of each case.

(3) Give in full the infinitive mood of *volo, malo, memini, fio.*

II. Express in Latin :

(1) The general, leading the way, was followed by all the soldiers.

(2) Your parents have often advised you to study diligently and not to waste your time; but I doubt whether you remember their advice.

(3) That schoolmaster, who was not ashamed of acting the part of a traitor, received from Camillus the treatment he deserved.

III. Write down :—

(1) The first person singular of the perfect tense indicative, active and passive, of the verbs to which the following forms belong: *retusum, scindere, pectes, severis, uret, intorquere.*

(2) The genitive singular of *Anio, acinaces, far, præs.*

(3) The nominative singular of the nouns which are used in your texts in the following cases:—*tapetas, tripodas, cantharis-cicuribus.*

(4) The meaning in English of *procuratio portenti, prærogativa tribus, legis intercessores, dies profestus, gentilitia sacra, literæ laureatæ,* and the meaning both literal and figurative of *ad vivum resecare.*

(5) The difference in meaning between—

sub hasta venire,	*moras nectere,*
sub corona venire.	*moras rumpere.*
pilentum,	*nĭtens,*
carpentum, thensa.	*nītens.*

IV. (1) Express by *one* word in English: *Iocosa imago, Divpotens Cypri, Almæ filius Maiæ, sævis inimica virgo belluis.*

(2) To what day of our calendar do *Idus Decembres* and *Kalendæ Quinctiles* respectively correspond ?

(3) Translate into Latin: Napoleon was born on the 15th August and died on the 5th May.

V. (1) Describe the Sapphic stanza.

(2) Remark on peculiarities of scansion in the following lines:—

(*a*) Ferte citi ferrum date telascandite[muros.

(*b*) Terga, fatigamus hasta, nec tarda, senectus . . . .

(*c*) Sceptra Palatini sedemque petit Evandri.

VI. Translate into English, and remark on the different meanings of the verb *mutare.*

(1) Socraticam domum mutare loricis Iberis tendis ?

(2) Nunc ego mitibus mutare quæro tristia.

(3) Velox amœnum sæpe Lucretilem mutat Lycæo Faunus.

(4) Nefas victrice patria victam mutari.

VII. (1) Translate the following extracts; (2) point out one Græcism in each, and substitute for it a true Latin construction:—

(*a*) Nunc est bibendum; . . . nunc Saliaribus
Ornare pulvinar deorum
Tempus erat dapibus, sodales.

(*b*) Diffugiunt cadis
Cum fæce siccatis amici,
Ferre iugum pariter dolosi.

(*c*) Ibat Apollo
Omnia longævo similis, vocemque coloremque,
Et crines albos, et sæva sonoribus arma.

VIII. (1) Translate; (2) explain the grammatical construction of the italicised words; (3) account for the use of the subjunctive mood wherever it occurs:

(*a*) Quo fata vocas? aut quid petis istis?
Mortaline manu factæ immortale carinæ
Fas habeant?

(*b*) Te superesse velim; tua vita dignior ætas.
Sit qui me raptum pugna pretiove redemptum
Mandet humo solita.

(*c*) Forsitan aliquis dicat, aut *Veiis* ea nos facturos, aut huc inde missuros sacerdotes nostros qui faciant, quorum neutrum fieri salvis ceremoniis potest.

(*d*) Obsurdescimus, nec ea *quæ* a natura monemur audimus.

IX. Translate and add explanatory remarks on points of Roman custom or history:—

(1) Nec auspicato, nec litato instruunt aciem deductam in cornua.

(2) Quid de ancilibus vestris, Mars Gradive, tuque Quirine Pater?

(3) Qui clamores tota cavea nuper in hospitis et amici mei, M. Pacuvii, nova fabula!

(4) Qui eorum curules gesserant magistratus, ut in fortunæ pristinæ honorumque aut virtutis insignibus morerentur, quæ augustissima vestis est thensas ducentibus triumphantibusque, ea vestiti, medio ædium eburneis sellis sedere.

X. (1) Nihil est enim appetentius similium sui quam natura. Parse *appetentius*, and explain the construction of *similium* and *sui*.

(2) Multi divitias despiciunt, quos parvo contentos tenuis victus cultusque delectat. Rewrite this sentence, using the passive form of the verbs.

(3) Trecentesimus sexagesimus quintus annus Urbis, Quirites, agitur. To what year B C does this correspond?

(4) Sed nihil est quod illi non persequantur suis argutiis. How do you translate this? Suppose you read *persequuntur*, how should you translate?

(5) Ira animos cepit: Etruscisne etiam, a quibus bellum Gallicum avertissent ludibrio esse clades suas? Turn this into the form of *Oratio recta.*

XI. Give a very brief outline of the treatise *de Amicitia*, and a short scheme of the Dialogue.

SATURDAY, 17TH DECEMBER, 2 TO 5 P.M.

LATIN: TRANSLATION.

I. Translate into English:

(1) Nisus ait: Dine hunc ardorem mentibus addunt,
Euryale, an sua cuique deus fit dira cupido?
Aut pugnam, aut aliquid iamdudum invadere magnum
Mens agitat mihi, nec placida contenta quiete est.
Cernis, quæ Rutulos habeat fiducia rerum:
Lumina rara micant; somno vinoque soluti
Procubuere; silent late loca. Percipe porro,
Quid dubitem, et quæ nunc animo sententia surgat.
Ænean acciri omnes, populusque patresque,
Exposcunt, mittique viros, qui certa reportent.
Si tibi quæ posco promittunt,—nam mihi facti
Fama sat est,—tumulo videor reperire sub illo
Posse viam ad muros et moenia Pallantea.

(2) Sed magnum stridens contorta phalarica venit,
Fulminis acta modo; quam nec duo taurea terga,
Nec duplici squama lorica fidelis et auro
Sustinuit; conlapsa ruunt immania membra.
Dat tellus gemitum, et clipeum super intonat ingens.
Talis in Euboico Baiarum litore quondam
Saxea pila cadit, magnis quam molibus ante
Constructam ponto iaciunt: sic illa ruinam
Prona trahit, penitusque vadis inlisa recumbit;
Miscent se maria, et nigræ attolluntur arenæ.

(3) O Navis, referent in mare te novi
Fluctus! O quid agis? fortiter occupa
Portum! Nonne vides, ut
Nudum remigio latus,
Et malus celeri saucius Africo
Antennæque gemant, ac sine funibus
Vix durare carinæ
Possint imperiosius
Æquor? Non tibi sunt integra lintea,
Non di, quos iterum pressa voces malo:
Quamvis Pontica pinus,
Silvæ filia nobilis,
Iactes et genus et nomen inutile;
Nil pictis timidus navita puppibus
Fidit. Tu, nisi ventis
Debes ludibrium, cave.

Nuper sollicitum quæ mihi tædium,
Nunc desiderium, curaque non levis,
Interfusa nitentes
Vites æquora Cycladas.

(4) Duæ senatum distinebant sententiæ, senis P. Licinii, quem primum dixisse a filio interrogatum ferunt edici palam placere populo ut, qui particeps esse prædæ vellet, in castra Veios iret; altera Ap. Claudii, qui largitionem novam prodigam inæqualem inconsultam arguens, si semel nefas ducerent captam ex hostibus in ærario exhausto bellis pecuniam esse, auctor erat stipendii ex ea pecunia militi numerandi, ut eo minus tributi plebes conferret. Eius enim doni societatem sensuras æqualiter omnium domos: non avidas in direptiones manus otiosorum urbanorum prærepturas fortium bellatorum præmia esse, cum ita ferme eveniat ut segnior sit prædator, ut quisque laboris periculique præcipuam petere partem soleat.

(5) Sed ante omnia obsidionis bellique mala fames utrumque exercitum urgebat, Gallos pestilentia etiam, cum loco iacente inter tumulos castra habentes, tum ab incendiis torrido et vaporis pleno, cineremque, non pulverem modo ferente, cum quid venti motum esset. Quorum intolerantissima gens, humorique ac frigori assueta, cum æstu et angore vexata vulgatis velut in pecua morbis morerentur, iam pigritia singulos sepeliendi promiscue acervatos cumulos hominum urebant; bustorumque inde Gallicorum nomine insignem locum fecere.

(6) Altera sententia est, quæ definit amicitiam paribus officiis ac voluntatibus. Hoc quidem est nimis exigue et exiliter ad calculos vocare amicitiam, ut par sit ratio acceptorum et datorum. Divitior mihi et affluentior videtur esse vera amicitia, nec observare restricte ne plus reddat quam acceperit. Neque enim verendum est ne quid excidat, aut ne quid in terram defluat, aut ne plus æquo quid in amicitiam congeratur. Tertius vero ille finis deterrimus, ut quanti quisque se ipse faciat, tanti fiat ab amicis. Sæpe enim in quibusdam aut animus abiectior est, aut spes amplificandæ fortunæ fractior. Non est igitur amici talem esse in eum, qualis ille in se est; sed potius eniti et efficere ut amici iacentem animum excitet, inducatque spem cogitationemque meliorem.

(Not from Text-books.)

(7) Quattuor robustos filios, quinque filias, tantam domum, tantas clientelas Appius regebat et cæcus et senex. Intentum enim animum, tanquam arcum, habebat, nec languescens succumbebat senectuti. Tenebat non modo auctoritatem sed etiam imperium in suos; metuebant servi, verebantur liberi, carum omnes habebant; vigebat in illa domo mos patrius et disciplina. Ita enim senectus honesta est, si se ipsa defendit, si ius suum retinet, si nemini mancipata est, si usque ad extremum spiritum dominatur in suos. Ut enim adolescentem, in quo senile aliquid, sic senem, in quo est aliquid adolescentis, probo: quod qui sequitur, corpore senex esse poterit, animo nunquam erit.

II. Translate into Latin :

"See how I love you ; though I have received letters to-day from many persons, I thought I ought to do nothing before I answered you in preference to all the rest. Do not think, my Lælius, that you are dearer to your father than to me. And if you should ask what is the cause of this great love of mine towards you, may I die if I can give any other than that I think I have discovered in you excellent talents, and if you choose to employ them, adapted by nature for the highest things. But reflect on this ; that there are many things in their own nature indeed good, but which sometimes become very bad and pernicious by the fault of those who possess them."

SATURDAY, 17TH DECEMBER, 10 A.M. TO 1 P.M.

ARABIC : GRAMMAR AND TEXT.

I Give—

(1) the meaning in English of—

اكام - وهدات - ارج - خرائد - عذاق - متيم - فوادح - تميمة - ذرة - الحاف - فرخ - وعاء - وكر - حجر - قدر - سكين *

(2) the meaning of من in each of the following :—

(١) سرت من البصرة الي الكوفة - (٢) اخذت من الدراهم - (٣) اجتنبوا الرجس من الاوثان - (٤) ينظرون اليك من طرف - (٥) نصرناه من قوم *

(3) the meaning of عن in the following :—

(١) سافرت عن البلد - (٢) صومي عن أمك - (٣) فانما يبخل عن نفسه - (٤) جلست من عن يمينك - (٥) طبقا عن طبق *

II. How are the following formed :—

مضارع - امر - اسم فاعل - اسم ظرف - اسم آله - متعدي - نفي جحد - اسم نسبت *

III. (1) Place the إعراب to each word of the following couplet :—

احفظ لسانك لاتقول فتبتلي * ان البلاء موكل بالمنطق *

(2) Analyse the above.

IV. (1) Write the plural forms of —

القاضي - تقويم - لسان - جواب - مقدار *

(2) Give the singular forms of —

ناس - صور - نيران - مدن - خرائد *

V. Give in full the امر of رضي and قال, also the مصدر of the following forms (ابواب) viz. افتعال - انفعال - مفاعله of اخذ

VI. (1) Write out in full the demonstrative pronouns.

(2) Write in words 6, 11, 22, 78, 101st, 1886, $\frac{9}{10}$, $\frac{1}{8}$.

VII. Certain verbs commencing with همزه omit it in the imperative. Name them ?

VIII. Which words require the subjunctive form of the verb to be used ? Give examples.

IX. Write the تعليل of :—

قيل - يبيع - قلن - قل - بع - يرمي - خطايا - مد *

X. Define and illustrate —

مفعول فيه - مفعول معه - الاسم الغير المنصرف - حال - كلام - تميز - معرب - مبني *

SATURDAY, 17TH DECEMBER, 2 TO 5 P.M.

ARABIC; TRANSLATION.

I. Translate into Arabic :

(1) When Abu Bakr was near to death, he called for Osman and gave an order that 'Umr should be the next Khalifah. He became senseless while the order was being written down. On recovering, he told Osman to read it. Then he was satisfied and he praised the Lord. He also desired that the order should be made known to all the people, who were now in the court of the great mosque. Then the dying Khalifah bade his wife Asma to raise him up to the window to see the people. She, with a great effort, did so, and he called out, "Are ye satisfied with him whom I have appointed over you? It is none of my own kin, but 'Umr the son of Khattab. Verily I have tried to choose the fittest. Wherefore, ye will obey him loyally." The people answered with one voice, "Yea, we will obey." On the last day of his life Abu Bakr received visitors. He charged 'Umr to act with mildness. So he died.

(2) (*a*) Dost thou know the good from the bad?

(*b*) He joined the one thing to the other.

(*c*) He has been starving for the last five days.

(*d*) The people stood up, except Abu Bakr.

(*e*) A woman came before the Judge.

(*f*) Judgment belongs to God alone.

II. Translate into English :—

(*a*) و بعد فقد زادت الاشواق ـ و تضاعف الم الفراق ـ
و همت من العيون العبرات ـ و احاطت با خيكم الحسرات ـ
و لم نزل نهيئي اسباب الاتفاق ـ فلم يساعد الملك الخلاق ـ
فالمرجو من الله جل شانه ان يمن با للقيا عن قريب ـ
إنه سميع مجيب ـ و لاحت علي الخاطر ابيات لا اظن
إنها تسلم من الخطا ـ اذا كشف عنها الغطا ـ و انما اردت
بها التذكرة عند كم ـ حرس الله مجدكم ـ و لست والله من
اهل هذه الصناعة ـ ولا المتبحرين بهذه البضاعة ـ فا لمامول من

افضا لكم ان تسدوا منها الخلل - و تسروا الزلل - ولا يخفاكم ان الامير المعروف اعلمني انه ارسل اليكم كتاباً - ولم ير منكم جواباً فاذا كان ذلك فارسلوا اليه الجواب - ليغلق باب العتاب - و بلغوا شريف السلام - الي كافة الاخلاء العظام - و السلام عليكم *

(b) (س) يا ابت عظني (ج) انت في سلامة ماسكت فاذا تكلمت فلك او عليك (س) زدني (ج) لا تفخر علي احد بتعداد المحاسن - ولا ترفع قدرك علي الناس عجبا بل تواضع بخفض جناح الذل ولين الجانب و انكسار القلب والرحمة للخلق حتي لا تري لك علي احد فضلا ولا تري لك عند احد حقاً بل وتري الحق لكل احد عليك - (س) زدني (ج) يا بني من عذب لسانه كثر اخوانه و عظم شانه (س) زدني (ج) ان الله تعالي يبلو عبده بالصنع الجميل ليمتحن شكره - و يبلوه بما يكره ليمتحن صبره *

(c) قيل ان رجلا اجتمع عليه ديون فذهب الي باب صديق له وقرع الباب وخرج صاحب الدار و سلم عليه و عانقه - ثم ساله عن حاله - فا خبره بديون - قال كم قدره - قال اربع مائة درهم - ثم دخل بيته و اعطاه - فاخذ يبكي - فقال اهله لم تبكي - فلو لم يكن لك رضاء لم اعطيته - قال انما ابكي لغفلتي عن الاصدقاء و التقصير في حقهم - بحيث يحتاجون الي المجيئي الي و الطلب مني

SATURDAY, 17TH DECEMBER, 10 A.M. TO 1 P.M.

PERSIAN. GRAMMAR AND TEXT.

I. (1) Give in Persian the meanings of the following:—

چین قفل از جبههٔ د ر کشادن - ملاء اعلی - جشن
طوي - اربعين تخمير - باي حال - حفظ الغيب - طرف
بستن - صباح الخير - مرغ سليمان - وادي ايمن - عرق
چين - ضرب جهر *

(2) Give the derivation (explaining each part) of the following words —

تا زيانه - بيعا نه - د هقان - انجمن - لبيک - نافه -
شطرنج - خدايگان *

(3) Write down the antonyms of the following for a Persian word using a Persian antonym, for an Arabic word an Arabic one:—

صباح - گرما - برودت - مرارت - زلال - بزم *

II. Explain the allusions in each of the following couplets:—

(۱) * سزد کز خاتم لعلش زنم لاف سليماني *
* چو اسم اعظمم باشد چه باک از اهرمن دارم *

(۲) * کار موقوف بوقت است که چون وقت رسيد *
* خواجي از بند رهانيد مه کنعان را *

(۳) * شاه ترکان چو پسنديد و بچاهم انداخت *
* دستگير ار نشود لطف تهمتن چه کنم *

III. Give the تاريخ of—

(۱) * بگفتا هاتف افزوده سر من *
* بگو جشن همايون شهنشاه *

(۲) * نوشت کلک سعادت سه فتح تاریخش *
* سر شویر ولئیم و بد جهان نگذاشت *

IV. In this couplet which of the clauses is شرط and which جزا

* قصهٔ شوق ترا گر مختصر خواهم نوشت *
* بیشتر از بیشتر خواهم نوشت *

V. Explain the صنائع in the following :—

* پروانهٔ راحت بده اي شمع که امشب *
* از آتش دل پیش تو چون شمع گدازم *
* چو شمع سعادت چراغم بود *
* مرا در دو عالم چراغم بود *
* نامهٔ آورد قاصد حرف حرفش جمله سحر *
* ني غلط گفتم که نامه بلکه جادو نامهٔ *
* دردل ندهم ره پس ازین مهر بتان را *
* مهر لب او بر در میخانه نهادیم *

VI. What is meant by دري, and who invented it?

VII. (1) Give the metaphorical meaning of the underlined words in the following :—

* بمژگان سیه کردي هزاران رخنه در دینم *
* بیا کز چشم بیمارت هزاران درد برچینم *
* صباح الخیر زد بلبل کجائي ساقیا برخیز *
* که غوغا مي کند درسر خمار خمر دوشینم *
* دلم ز وحشت زندان سکندر بگرفت *

* رخت بر بندم و تا ملک سلیمان بروم *
* زهر کو نقش نظمي زد کلامش دلپذير آمد *
* تذرو طرفه مي گيرم که چالاک است شاهينم *

(2) Analyse the second and the fourth couplet.

(3) What is the grammatical name of م in the word شيئم و د, and point out the ملحق به حقيقي of the م.

VIII. (1) Explain in Persian the following:—

* الا اي همنشين دل که يارانت برفت از ياد *
* مرا روزي مباد آن دم که بي ياد تو بنشينم *
* زينهار اي دل مکن انکار صاحب دولتان *
* کاندرين سوداے کج بوجهل گردد بوالحکم *
* بران ملک و دين که زدست و زارتش *
* ايام کان يمين شد و دريا يسار هم *
* در پس آئينه طوطي صفتم داشته اند *
* آن چه استاد ازل گفت همان مي گويم *

(2) It has been objected that there is a want of reverence in the first line, how would you reply to this?

(3) In the last couplet, the poet describes a parrot as being placed behind the mirror contrary to the usual custom. Explain در پس

(4) Scan the third couplet and name its metre: point the زحاف in it.

IX. (1) Write the full name of Háfiz, also a تاريخ showing the date of his death.

(2) Write the couplet, in accordance with which prayer was said at the bier of Háfiz.

X. Give the various meanings of the word جم

XI. Name a few kinds of the following : متعلقات جمله with examples.

استعاره - تشبیه - بحر مطبوع - زحافات -

SATURDAY, 17TH DECEMBER, 2 TO 5 P.M.

PERSIAN : TRANSLATION.

I. Translate into Persian :

(1) Know, O prince of the Faithful, that there was in Cairo a Sultan, just and beneficent, who had a wise and well-informed Vizier, possessing a knowledge of the affairs of the world and of the art of government. This minister was an aged man, and had two handsome sons, and it came to that the old man died. The Sultan mourned for him, and, turning his regards towards the two sons, took them into his favour, invested them with robes of honour, and said to them, " Ye two are appointed to your father's office." They were highly delighted at this. They observed the ceremony of mourning for their father during a period of a whole month, and then entered on the duties of the Viziership, each one doing duty for a week at a time. The one not on duty accompanied the Sultan *on his journeys.*

(2) In 1748 the Pasha of Baghdád had to take active measures against the Wahhabi movement,—a movement which would in the end have thrust out the degenerate successors of the Khalifs from the Porte and constructed a new Muhammadan Empire, nor were the Wahhabis less skilful in civil government than they had been victorious in arms. They bound together the nomad Arabs, on whom their power chiefly depended, in a firm confederation, a regular system of religious taxation was devised.

(3) (*a*) The cat killed a chicken.

(*b*) This pony is not broken in.

(c) The captain ordered the sails to be furled.

II. Translate into English :

(*a*) خانصاحب مهربان سلامت - دو قطعهٔ عنایت نامهٔ مسرت ہنگامهٔ متواتر با ڈالی انگور که ہر دانه اش فانوس

شمع محبت بود در هنگام جوش صهبای انتظار و رود نشاط آمود نمود و کیفیت اشتیاق را دو بالا نمود - بیت

* ز نامهٔ تو فزون گشت نشهٔ شوقم *
* مگر ز تاک قلم بود وز شراب مداد *

بهر حال یاد از یاد آوري ها داد - خانه آباد و اسباب عیش زیاده باد *

اگرچه درین سفر قلیل اکثر امکنهٔ بهار پیرا قابل سیر ملحوظ شد لیکن بدون رفاقت رفیقان شفیق طبیعت خو پذیرفتهٔ صحبت وافر المسرت دوستان مهربان بآئین مرغوب محظوظ نشد - بیت - بي تو ز سیر باغ چه دل وا کند کسي * با چشم منتظر چه تماشا کند کسي * عنقریب چون انشاء الله العزیز مراجعت رایات فیض سمات صورت بندد و از شکنجهٔ انتظار قاصد و نامه رهائي دست دهد سرگذشت ایام دوري ضروري بالمواجهه صورت اظهار خواهد یافت و باتفاق یکدیگر شرائط انتقام از آوان فراق بعرصهٔ ظهور خواهد شتافت *

(b) * مرحبا طائر فرخ رخ و فرخندهٔ پیام *
* خیر مقدم چه خبر راه کجا یار کدام *
* چشم بیمار مرا خواب نه در خور باشد *
* من له القتل دواء عجباً کیف ینام *
* تو ترحم نکني بر من بیدل دانم *
* ذاک دعواي وها انت و تلک الایام *

* گل زحد برد تنعم زکرم رخ بنماي *
* سرو مي نازد و خوش نيست خدا را بخرام *
* حافظ ار ميل به ابروي تو دارد شايد *
* جاي در گوشهٔ محراب کنند اهل کلام *

(c) * بچشم و ابروي جانان سپرده ام دل و جان *
* بيا بيا و تماشاي طاق و منظر کن *
* بگو بخازن جنت که خاک اين مجلس *
* به تحفه بر سوي فردوس و عود مجمر کن *
* طمع بنقد وصال تو حد ما نبود *
* حوالتيم بدان لعل همچو شکر کن *
* ستارهٔ شب هجران نمي فشاند نور *
* ببام قصر بر آ و چراغ مه بر کن *

(d) کرشمهٔ کن و بازار ساحري بشکن *
* بغمزه رونق بازار سامري بشکن *
* برون خرام و ببر گوی نيکي از همه کس *
* سزاي حور ده و رونق پري بشکن *
* بآهوان نظر شير آفتاب بگير *
* بابروان دو تا قوس مشتري بشکن *

(e) (۱) زنهار که استاد مسگر کوات نزند و همت ندهد (۲) التفات کرده حرفي بزن ـ (۳) زبانت را خود گير که امروز قدري سردماغ ام ـ (۴) حرف توي حرف من ميار ـ

(٥) او خیلي کولی گیري مي کند ـ (٦) چرا اوْ ول میگوید و ویر میزند ـ (٧) یک فصل را یاواش بخوانید ـ (٨) اسب یورقه مي رود *

(*f*) نکته * عطل که بي هنري است چون متقلب شود لطع گردد که لیسیدن کاسه ایست ـ اشارت است بآ نکه هر که از خامي عطل دیگ امل پزد در انقلاب ایام جز کاسه لیسي لیام نه بیند *

فرد

* بزبر عین عطل طل بود علامت آن *
* که عین اهل عطل را قرین بود باران *

SATURDAY, 17TH DECEMBER, 10 A.M. TO 1 P.M.

URDU: GRAMMAR AND TEXT.

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1. ان الفاظ کا معنی سلیس هندوستاني مین لکهئے *

ضامن و ثامن ـ افهام و تفهیم ـ فائزالمرام ـ گهاتا ـ بغلي گهونسا ـ فسخ عزیمت ـ عقل نخستین ـ ترک فلک ـ شانه پهڑکنا ـ نوک کي لینا ـ چوڑیان تهنڈي هونا ـ منهه کي کهانا ـ اِنتریان رگڑنا ـ اوس پڑنا ـ هوا بندهنا ـ چکمه کهانا *

2. اِن ضرب الامثال کا استعمال کس جاے مین هوتاهي *

(١) هانهه کنگن کو آرسي کیا (٢) منهه مین دانت نه پیت مین آنت (٣) صبح کا بهولا شام کو آئے تو اسے بهولا نهین کهتے (۴) سانپ کا کاتا رسي سے ڈرے *

3. ہر ایک لفظ کے دو معنے لکھو *

بجلي - توڑا - کاتھي - دھگدھگي - سورج مکھي - رمنا - خالي - وصال *

4 مرقوم الذيل فقرون کا حاصل مطلب سليس ہندوستاني مين تحرير ہو *

(۱) زلف ليلاي شب تا کمر گئي (۲) مشاطۂ شب نے پيشاني عروس شب پر سہرۂ تار شعاعي باندہا (۳) اگر هنروران سخن کي نظر مين قبول ہو ثمرۂ باغباني بہارستان سخن زيب دامن وصول ہو *

5. (a) اشعار مرقوم الذيل کي تشريح تحرير ہو *

(۱) * آسمان کو نہين منظور ہي مردون کا فروغ *
* شمع کو شير کي چربي سے نہ ڈھلتے ديکھا *

(۲) * مانند خضر چشمۂ حيوان پہ پايا دخل *
* اعجاز سبزۂ لب دلدار نے کيا *

(۳) * صورت قطب عطا کر مجھے ثابت قدمي *
* مثل سيار تو اي گردش اختر نہ پھرا *

(۴) * يوسف کي نہ کٹ جائين ہاتھ چھري سے *
* ہوتے ہين نقاب رخ دلدار کے بند *

(۵) * ملنا ترا اگر نہين آسان سہل ہي *
دشوار تو يہي ہي کہ دشوار بھي نہين *

(b) دوسري بيت مين کس قسم کا استعارہ ہي ؟ اۏر اس مين مستعارلہ اۏر مستعار منہ اۏر وجہ جامع کون ہي ؟

(c) تيسري اۏر چوتھي بيت مين کونسي صنعت ہي ؟

(d) پہلي اۏر چوتھي بيت کي ترکيب کيجئے *

(e) دوسري اۏر تيسري بيت کي تقطيع کيجائے اۏر بحر بھي تحرير ہو *

6. (a) عبارت مرقومہ کے ہر ايک فقرے کا مطلب سليس نثر مين مشروحا لکھو *

مياں جي صاحب آپ کو يہہ جملۂ فعليہ کيونکر ثابت ہوا کہ خبر پر آپ ايسا کلام اِنشا کرتے ہين - آپ نے اپني آنکھہ سے ديکھا ہي جو تعذير دينے کا اِرادہ ہي - يہہ تصور آپ کا محض باطل ہي - تصديق اس کي بہت مشکل ہي - يہہ جو آپ نے سوچا ہي اوس شکل کا نتيجہ برا ہي *

(b) عبارت مزبور مين نيچے لکير کھينچے ہوے الفاظ کي تعريف لکھو *

(7.) ہر ايک مرقوم الذيل کے کل اقسام معہ امثلہ لکھو * اِضافت - جملۂ اِنشائيہ - دلالت - مرکب ناقص - معرفہ - مجاز مرسل - متعدي - نثر *

8. سروش سخن کے مصنف کا تذکرہ بطريق اجمال لکھو *

9. اردو مين جمع بنانے کے قاعدے تمام و کمال لکھو *

10. لغت - اِصطلاح اۏر محاورے مين کيا فرق ہی ؟

SATURDAY, 17TH DECEMBER, 2 TO 5 P.M.

URDU : TRANSLATION.

I. Translate into Urdu :

(1) The blockade had now lasted several weeks, when a mounted messenger reached the city with tidings that succour was on its way. But this, coming to the knowledge of the Khalif's enemies, only made them redouble their efforts. They now closed every approach, allowing neither outlet nor ingress to a single soul. Water could be introduced by stealth only at night, and there being no well within the palace, the little garrison suffered the extremities of thirst. On the appeal of Othman, Ali interposed and expostulated with the besiegers. "Even infidels," said he, "did not deny water to a thirsty enemy." But they were deaf to his entreaty. The widow of the Prophet, touched with pity, sought herself, with Ali's aid, to carry water upon her mule through the rebel into lines the palace, but neither her sex nor rank nor her relation to the Prophet was safeguard enough to prevent her being roughly handled.

(2) Employers should remember that their domestics are creatures of their own flesh and blood. They should not order their servants to perform any labour above their strength or generally injurious to health, nor deny them the necessary time in which to do their work. He who orders a task to be performed ought either to have done the same before, or know sufficient about it to give the order properly.

(3) (*a*) The State was too much weakened to offer any resistance.

(*b*) Strictly speaking, every one must educate himself.

(*c*) To the surprise of the French, an English ship of war appeared off the coast.

(*d*) Is the system good? extend it; is it bad? abolish it.

II. Translate into English :

مرقوم الذيل نثر و نظم کا ترجمه انگريزي مين کرو *

(*a*) بزاز پيشه واليان بصد تکلف فرش اطلس پر انواع
انواع طرح کے تهان جامداني کامداني حرير و کتان لئے ہوے
اپنا اپنا بناؤ کئے ہوے بيٹهے ہين - اونکا ديدار گويا نين سکهه
ہي آنکهين سکهه پاتي ہين - راحتين ہاتهه آتي ہين - کهين

ریل کہین ڈوریا کہین بک ہي - اون پھول سے رخسارون پر بلبل چشم حیران ہي - تافتہ حواس باختہ* ہي - دل مومن پریشان ہي - تیر مژگان جگر کے پار ہونے کو لیس ہین - چہرے پر بکھرے ہوے کیس ہین - تیغ ابرو نگاہ جادو قتل عشاق کے سب سامان دریس ہین - آنکھین ایسي کہ جن کے تصور مین کمخواب آئے ھھ تن زیب کئے بیٹھي ہین - جسم کي صفائي پر نظر کف افسوس ململ رہجائے - دست رنگین اطلس سرخ کا ایک نمونہ ہي - بارار حسن کا ہر گھڑي حسن دونا ہي *

(b) آرام دل نے گھوڑا اوٹھایا ولایتي کمر سے کھینچ کر صاعقہ کي طرح خرمن زندگانئ عدو پر جا پڑا - گھوڑا کڑکا کے شمشیر برق دم تڑپا کے جس سوار پر ہانھہ لگایا خود سر سے سینہ کے کواڑ توڑ کر استخوان کے زینے سے پشت زین پر اوتراپا - جس پیدل بیدل کے برابر آکر سر پر خنجر مارا اوسنے سپر پر روکا مثل خیارتر دو ٹکڑے ہوا - ہر صغیر و کبیر برنا و پیر الامان پکارا - سب ادنيٰ اوٖر اعليٰ سوار اوٖر پیادہ کچھہ پیاچھے کچھہ آگے سرون پر پاؤن رکھہ کر بھاگے - جو بھاگے وہ تیر دو پیکر کے ہدف ہوے نشانہ ہوے - جو مقابل آئے شمشیر دو دم سے ملک عدم کو روانہ ہوے - وزیر مارا گیا پیدل کام آئے *

(c) * ہر دم کا خیال رخ زیبا نہین جاتا - *
* کیون رند ترے سر سے یہہ سودا نہین جاتا *

* باقي ہي پس از مرگ بهي عشق خط و گيسو *
* سر کٹ گيا پر سر سے يہہ سودا نہين جاتا *
* اوس زلف کي تسخير مين عاجز ہين سپيرے *
* کالا کسي منتر سے يہہ کيلا نہين جاتا *
* اي رنگ نه وہ روپ مگر باقي ہي اغماض *
* سب اتر گيا پر غمزۂ بيجا نہين جاتا *
* کاشانۂ دل جب سے پسند آيا کسي جا *
* غم سلمه الله تعالي نہين جاتا *

(d) * شب ہوي ڈالو نقاب اپنے رخ انور پر *
* چشم بد بين کا گمان ہي مجهے ہر اختر پر *
* آنکهہ پر اپني نڈال آنکهہ تو آئينے مين *
* يہہ وہ جادو ہي که چل جاتا ہي جادوگر پر *
* تيرہ بختي سے نديکها کبهي روز روشن *
* زلف شبگون کا پڑا سايه مرے اختر پر *
* جامه زيبي کا صنم قطع ہي جامه تجهہ پر *
* زيب پوشاک کي ہوتي ہي ترے پيکر پر *
* يار کي زلف په سودائي ہوے ہين پريان *
* حور کي رال ٹپکتي ہي ميرے دلبر پر *
* عشق مين لاله عذارون کے يہہ گل کهائے رند *
* داغ ہي داغ ہين طاؤس صفت پيکر پر *

(e) گو که اس دم آرام دل کا سهو محو کا عالم اور دگر حال ہوا مگر سہل ہوا اوس کو وہ که ہر کس کو محال ہوا ۔

دل والہ اوس والا گھر کا گل کھا کر دم طاؤس ہوا - اوس
آہو رم کاؤس کوس گم کردہ حواس کو صحرا کوہ اؤر کوہ
صحرا محسوس ہوا - سر وصال دلدار مرہم درد دل رہا - دل
و داد محمل کو اوس مل کا سرور حاصل رہا - آرام دل
مرحلہ گرد مسلک عدم راہرو راہ عدم کو ہمطرح رسم ہمدم
گل کا سروکار ہوا کہ روح کو صدمہ ہوا - دل درد آلود کراہا
مگر سلسلۂ امل کو محکم رکھا *

(*f*) * افسوس کہ دیدان کا رزق فلک نے *
* جن لوگون کي تھي درخور عقد گہر انگشت *
* کافي ہي نشاني ترے چھلے کا ندینا *
* خالي مجھے دکھلا کے بوقت سفر انگشت *
* لکھتا ہون اسد سوزش دل سے سخن گرم *
* تا رکھہ نسکے کوئي مرے حرف پر انگشت *

III. Write an Essay in Urdu on "*The Sea, in its relation to Commerce and Civilisation*".

بابت ذیل تا وسع اِمکان اُردو مین تحریر کرو *
دریا کے فوائد اؤر اُس کا علاقہ تجارت اؤر شایستگيِ
اقوام سے *

SATURDAY, 17TH DECEMBER, 10 A.M. TO 1 P.M.

TAMIL · TEXT-BOOK AND GRAMMAR.

I. (1) காமியவனம் தற்காலத்திலுள்ள எந்தப் பிரிவைச் சேர்ந்திருக்கின்றது ?

(2) பெண்கள் விளையாட்டுக்கள் என்னென்ன அரிச்சுனன் தவநிலைச் சருக்கத்தில் சொல்லியிருக்கின்றன ?

(3) நிவாதகவசர் காலகேயர் வதைச்சருக்கத்தில் வரும் இராமாயணக்கதைக் குறிப்புகளில் இரண்டு கூறி அவை இன்னசமயத்தில் சொல்லப்பட்டன வென்று மெழுதுக.

(4) காலநுட்பம், இடநுட்பம், வேகம், ஊதை, கோபம், வலியின்மை - இவற்றை என்ன அடைமொழிகள் அல்லது உபமானங்களைகொண்டு கவி விளக்கி யிருக்கிறார்?

II. (1) விபினம், விரகு, வெது, தவர், ஆவம், வருஜசனி, துதை, ஒளி - இவற்றுக் காத்தமென்ன?

(2) (1) விவ்விரவாத வாசததாமம்; (2) இழிவில்ந்தனங்கடாவி; (3) இப்போதுடற்றுவம்; (4) சனபதமியக்கர்காட்ட - இவற்றுக் கர்த்தமென்ன?

(3) ஆடியானனன், பாண்டியன்பாவை, இரதிகேள்வன், சுபலன்பாவை - இவர்கள் யார்?

(4) அச்சிறுகானம்வைகு மார்வமே யார்வமானான்- இங்ஙனம் இரண்டுதரம் வரும் ஆர்வம் என்னும் சொல்லில் பொருள் நயமென்ன? இதுபோன்ற வாக்கியம் ஒன்று நாலடியாரிலிருந் தெடுத்தெழுதுக.

III. அடியில் வருவனவற்றுக்குப் பொழிப்புரை எழுதுக.

(1) விண்ணவர் முனிவருள் விளங்கி வாழ்தலால்
நண்ணிய முடிபெயர் நாகம் பூணலால்
எண்ணரு மகபதி யிருந்த மாநகர்
புண்ணியன் வடிவெனப் பொலிந்திலங்குமால்.

(2) அக்காமுக வீரனு மங்கவர்தம்
மைக்கார் முகிலென்ன வழங்கியதிண்
மெய்க்காய்கணை சாபம் விசித்துவிடா
நக்கானிலை நின்று நவின்றனனால்.

IV. (1) ‘வஞ்சகஞ்செய்பவர் கெடுவர்’ என்பதை யார் எடுத்து யாருக்குரைத்தது?

(2) ககம், உரகம், துரகம், இம்மூன்றிலும் பொது வாயிருக்கும் பதத்துக்கர்த்தமென்ன ?

(3) வாளிமழை, இணையடி-இவற்றுக்குச் சரியான வடமொழித் தொடரென்ன ?

(4) பொதுப்பெயர் ஒரு பொருளுக்கே சிறப்பாய் வருதற்கும் சிறப்புப்பெயர் பல பொருளுக்குப் பொதுவாய் வருதற்கு மொவ்வோர் உதாரணந் தருக.

(5) எயினன், நங்கை, வேடன், பிடி - இவற்றுள் ஆண்பாலுக்குப் பெண்பாலும் பெண்பாலுக்கு ஆண்பாலு மெழுதுக.

(6) மலர்த்தாள், பதமலர்-இவை யென்னதொடர்?

V. (1) 'மனைவியுந் தானுங் கிராதர் தங்குலத்து மகிழ்நனும் வனிதையுமானான்' - இதில் ஆனான் எனனு முடிபுக்கு விதிகூறுக.

இவ்வாக்கியம் என்னபொருள் கோளுக்குதாரணம் ?

(2) 'ஒரு பொருண்மேற் பல பெயர்வரி னிறுதி யொருவினை கொடுப்ப.' - இதற்குப் பாரதத்திலிருந்து ஓர் உதாரணம் தருக.

(3) 'முகிலைக்கவினழித்த' - இதிலுள்ள பெயர்ச் சொற்களின் வேற்றுமை யென்ன ?

(4) 'ஆதபதநுக் கருநிழல்போல்' - இதிலுள்ள 4 - ம வேற்றுமைக்குப் பொருளென்ன ?

(5) 'பாரிழந்த சூது' - இதில வரும் பெயரெச்சத்தின் பொருளென்ன ?

VI. (1) 'பெரியாரைப் பிழையாமை,' 'பெருமை' - இவற்றின் சரியான அர்த்தமென்ன ? இவ்வர்த்தங்களுக்கிசைய இந்த இரண்டு அதிகாரங்களிலும் வரும் விஷயங்களில ஒவ்வொன்று கூறுக.

(2) சான்றாண்மை, சாயல், ஒழுக்கம் - இவற்றின் பொருளைத் தெளிவா யெழுதுக. இம்மூன்றும ஒன்றிலொன்று அடங்காதனவா ? விடைக்கு ந்யாயங் கூறுக.

(3) (1) 'எய்து முலைப்பெய் தவைதுபோலுந்து யர்;' (2) 'அரிமாகொடுப்புற்கறிக்குமோ?' - இவை எவற்றை விளக்கக் கூறப்பட்டன?

VII. (1) சலவர், கருநரை, உடங்கு, விடர், உல, உலறு தவல், மம்மர், துற்று, ஒல்குவ, தகல், உட்கு - இவற்றுக் கர்த்தமென்ன?

(2) வைப்புழிக்கோட்படா வாய்த்தீயிற் கேடில்லை
மிக்க சிறப்பி னரசாசெறின வவ்வார்
எச்சமெனவொருவன மக்கட்குச் செய்வன
விச்சைமற்றல்ல பிற. - இதற்குப் பொழிப்புரை
எழுதுக.

(3) ஆற்றுந்துணையு மறிவினையு ளளடக்கி
ஊக்கமுளையா ருணர்வுடையார் - ஊக்கம்
உறுப்பினு லாராயு மொண்மை யுடையார்
குறிப்பின கீழ்ப்பட்ட துலகு. - இதன் கருத்துரை யென்ன? இது எந்த அதிகாரத்தைச் சேர்ந்தது? இதன் கடைசி இரண்டடியையும் தளைபிரிதது வாய்பாட்டோடு எழுதுக.

VIII. (1) பெரியபுராணம் யார்வேண்டுகோளால், யாரால், எவ்விடத்துச் செய்யப்பட்டது?

(2) திருத்தொண்டத்தொகை, திருவந்தாதி, திருத்தொண்டர் புராண சாரம் - இவற்றைச் செய்தவர்கள் யார்?

(3) சேக்கிழாருக்கு வேறென்னென்ன பெயர் புராணத்தில வருகினறன?

(4) (1) 'நம்மேலே தமிழ்ப்பாட்டுகளைப் பாடு' என்றதற்கும், (2) 'இளையான் குடிமாற நாயனருடைய செல்வததைச் சுருங்கும்படி' செய்வதற்கும் நியாயமென்ன?

IX. (1) கல்வியறிவொழுக்கம், ஐயந்திரிபு - இத்தொடர்களிலுள்ள சொற்களின அர்த்ததைத் தெளிவாய் எழுதுக.

(2) விடன், நைமித்திகம், நெக்கு, உழவாரம், புறகு, கீள், ஞாதிகள், சுழியம் - இவற்றுக் கர்த்தமென்ன?

(3) 'மார்ச்சார சம்பந்தம்' - இது எதை விளக்க உபமானமாகக் கூறப்பட்டது? இதற்கு மாறான சம்பந்த மென்ன?

(4) 'மெய்ப்பொருணாயனார் புராணம்,' 'விறன்மிண்ட நாயனார் புராணம்,' - இவற்றின் சாரம் இன்னவென்று இவ்விரண்டு வரியி லெழுதுக.

SATURDAY, 17TH DECEMBER, 2 TO 5 P.M.

TAMIL: TRANSLATION AND COMPOSITION.

I Translate into Tamil:—[See Urdu Translation paper, page cii.]

II. Translate into English the following stanzas:—

1 கடித்துக் கரும்பினைக் கண்டகரநூறி
இடித்து நீர் கொள்ளினு மின்சுவைத்தேயாகும் ;
வடுப்பட வைதிறந்தக் கண்ணுங் குடிப்பிறந்தார்
கூறார்தம் வாயிற் சிதைந்து.

2. துன்றினரின்னலெய்தத் துன்னலராகித் தம்மின்
ஒன்றினர் செறினுமுள்ள துண்டென வுணரத் தேற்றிக்
கன்றினர் கவலைதீர்த்தான் கண்ணுடைக் கருணை மூர்த்தி
குன்றின துயரச்சியந்தக் குன்றினுக் கறியவுண்டோ.

3. பருகுநீர் துறந்துகாற்றும் வெவ்வெயிலும் பாதவங்க ளின் சினையுதிர்ந்த
சருகுமேயொழியக் காய்கனி கிழங்குந் தானினி தருந்துதறவிர்ந்தான்
உருகுமாமனத்தை நாமுகந்திருத்தற் குறைபதியாக்கி நம்மிடத்தே
செருகினனுணர்வை யாவரே யிவன்போற் செய் தவஞ்செய்தவரென்றான.

III. Render into idiomatic English:

(1) தம்முடைய மனைவியாரை நோக்கி, "இந்தச்சைவர் மிகப் பசிகொண்டு இருக்கின்றார்; நமக்கு முன்னமே போசனத்துக்கு ஒன்றுமில்லை; ஆயினும் இவருக்கு எப்படியும் அன்னங் கொடுக்கவேண்டுமே; இதற்கு என்னசெய்வோம்?" என்றார். அதற்கு மனைவியார், "வீட்டிலே ஒரு பதார்த்தமும் இல்லை; அயலவர்களும் இனி உதவமாட்டார்கள்; நெடுநேரம் ஆயிற்று; அரிசிக்கடன் கேட்கப் போவதற்கு வேறிடமும் இல்லை; பாவியாகிய நான் இதற்கு என்னசெய்வேன்" என்று சொன்னார். உடனே அந்த மனைவியார் "இன்று பகற்காலத்திலே வயலில் விதைக்கப்பட்ட நெல்லை வாரிக்கொண்டுவந்தால் இயன்றபடி சோறுசமைக்கலாம்; இதுவேயன்றி வேறொரு வழியும் அறியேன்" என்று சொல்லித் துக்கித்தார். இந்த வார்த்தை செவிப் புலப்படுதற்குமுன் மாறநாயனார் மிக மனமகிழ்ந்து, அதற்கு உடன்பட்டு மிக மழைபொழிகின்ற மகா அந்தகாரமயமாகிய அத்தராத்திரியிலே ஒரு பெருங் விடையைத் தலையிலே கவிழ்த்துக்கொண்டு காலினாலே தட கூக் குறிவழியே தம்முடைய வயலிற்சென்று அதிலே அதிகமழையினால் நீர்மேல் மிதக்கின்ற நென் முளைகளைக் கையினாலே கோலி வாரி, கூடைநிறைய இட்டுத் தலையில் சுமந்துகொண்டு திரும்பி வந்தார்.

(2) எடுத்த யத்தினத்தில் மன உறுதியும் செய்கையில் மன ஊக்கமும் இனி வருகிற காரியத்தை அறிகிற முன் புத்தியும் உள்ள மனிதனே பெரிய காரியங்களிலும் சாகச கிருத்தியங்களிலும் பிரவேசிக்கத்தக்கவன்.

(3) வில்லின் நாண் கிண்ணென் றொலித்தது.

(4) கொடுத்தேழையானவனில்லை.

IV. Write an Essay in Tamil on "*The Sea in its relation to Commerce and Civilization.*"—கடலுக்கும் வர்த்தகம் நாகரீகம் இவைகளுக்கும் உள்ள சம்பந்தத்தைப்பற்றிச் சுருக்கமா யெழுதுக.

SATURDAY, 17TH DECEMBER, 10 A.M. TO 1 P.M.

TELUGU: TEXT-BOOKS AND GRAMMAR.

I. (1) ఈ పరీక్షకై మీరు చదివిన యాంధ్రగ్రంథభాగము లెందలివి? ఈ గ్రంథభాగంబులకుం గర్తలను, వారి చరిత్రములను, గృతిపతులను, దెలుపుఁడు.

(2) "శ్రీకర పరిశోభితరత్నాకర కమనీయగుణగణాకర" యను నీ పద్యమెక్కడిది? "మహనీయ గుణగరిష్ఠు లగునమ్మునిశ్రేష్ఠులకు" నను నీవచనభాగ మెందలిది? ఆ గ్రంథమందు "అనుడు వేదవ్యాసతనయుఁ డయ్యభిమన్యుతనయునిఁ జూచి యిట్లనియె" నను పద్యము మొదలుకొని యే యన్నం గథాసందర్భము సిద్ధించదా?

(3) షష్ఠ్యంతముల ప్రయోజనమేమి?

II. (1) ఈ పదంబుల కర్థము విశదీకరింపవలయు:—(*a*) అనుడు, అనుఁడు. (*b*) సింహము, పురుషసింహము. (*c*) చరువు, చెఱువు. (*d*) కారు, కాఱు. (*e*) అలఁతలు, అలఁతులు. (*f*) ఛన్నము, జన్నము.

(2) ఈ క్రింది శబ్దంబులకుంగల రూపాంతరములేవి? (*a*) హాలహాలము, (*b*) చుట్టములు.

(3) (*a*) జతనము, (*b*) సెజ్జ, (*c*) సంజ, (*d*) అబ్బురము, (*e*) ద్రోవది, (*f*) బంగారు, (*g*) ఒజ్జ, (*h*) పయనము:—వీని ప్రకృతులను వ్రాయుఁడు.

(4) ఈ యడుగునఁ దెలుపఁబడ్డ పదములకు వ్యుత్పత్త్యర్థములఁ దెలుపుఁడు:—

(*a*) మలయజము, (*b*) అంశుమంతుఁడు, (*c*) తెఱవలు, (*d*) అర్జునుఁడు, (*e*) దుర్యోధనుఁడు, (*f*) నిటలాక్షుఁడు, (*g*) హాలికుఁడు, (*h*) భుజంగము.

III. ఈ క్రిందిపద్యములకుఁ బ్రతిపదార్థ ముఖ్యతాత్పర్యములను వ్రాయుఁడు :—

(1) ఘుమఘుమారావసంకుల ఘోరజీమూతపటలసంఛన్నాభ్ర
భాగమగుచుఁ
జటులఝంఝానిలోత్కటసముద్ధూతనానావిధజంతుసంతానమ
గుచు
చండదిగ్వేదండతుండనిభాఖండ వారిధారాపూర్ణవసుధయగుచు
విద్యోతమానోగ్రఖద్యోతకిరణజిద్విద్యుద్ద్యుతిచ్ఛటావిభవమగుచు
నడరి జడి గురియ నినుఁడు నస్తమింప
భూరినీరంధ్రనిబిడాంధకార మేచి
సూచికాభేద్యమైవస్తుగోచరంబు
గాని యట్లుండె మనము నవ్వానఁ దడిసి.

(2) గీర్వాణప్రవిముక్తబాణపటల క్రీడావిలాసంబులై
గర్వోన్మత్తసురారిశీర్షములు వీఁకన్ డొల్లెఁగల్పచ్ఛిదా
నిర్వృత్తాంబుదమండలోద్ధతమహానిర్ఘాతపాతావధూ
తోర్వీభృద్ఘనగండశైలములతో నూహింపఁ దుల్యంబులై

(3) పరధరాధిపచిత్రపత్రఖండనకేళి దశదిశావిదితప్రతాపరేఖ
నసదనుశాసనవ్యాపారతమహాశరావళిదత్తచిత్తాద్భుతగతి
భువనసంచారయోగ్యవినీతగతిమత్తసారంగరంగదాస్థానగరిమ
నిరుపమాననిధాన పరిపూర్ణతమనోజ్ఞ గుణసమేతార్యాను
కూలవృత్తి
బహువితానోన్నతుఁడు సమిద్గ్రహణశాలి
సత్యనిధి పుణ్యజనుఁ డతిచండరశ్మి
గంధవాహుండు హృష్టార్థి గాఢభూతి
యతఁడు దిక్పాలకాంశజుం డగుటఁ దెలిపె.

(4) కలితాతిప్రీతిరీతిం గనియె బహుజలగ్రాహనిర్గాహహాటీ
చలష్ఠాతోత్పాతమీనాచరితసిత మహాశ్చామరగ్రామపూజా
ఫలరేఖాపట్టభద్రుం బలరిపు నగరప్రాంతవిశ్రాంతగంగా
లలనాసంశ్లేషభంగాలఘుకరనికరోల్లాసముద్రున్న ముద్రున్

(*a*) ఈ పద్యములంగల యలంకారంబుల విశదపఱుప వలయు

(*b*) ఈ పద్యము లేయే సందర్భములందున్నవి? ఎవ్వరెవ్వరితోఁ జెప్పినట్లు గ్రహింపఁదగినవి!

(*c*) "కిరణద్విద్యుద్ద్యుతిచ్ఛటా," "గర్వోన్మత్తసురారి," "శరావళి,"—వీనిని విసంధిగా లిఖింపుఁడు.

(*d*) ఏ పాక మీ పద్యములలో ముఖ్యముగానున్నది?

IV. ఈ క్రిందివాక్యంబులకుం దాత్పర్యము విశదముగా వ్రాయుఁడు. వీనిలో రెండవదానియందుఁగల సమాసంబులను, తద్విగ్రహంబులను స్పష్టముగాఁ దెలుపుఁడు:—

(1) చండవేదండశుండాసముద్దండదోర్దండ ఖండేందువిస్ఫారపారశ్వధక్రూరధారాహతాశేషరాజన్యగాత్రస్రవద్రక్తరోధస్వినింద్వత్పదాంభోజసంభూతకున్మద్ద్రుహాన్వితకున్నంఘుజాటాటవీసంగకుంగంగకున్నిత్యసాపత్న్యవాదంబుఁగల్పింపవేజామదగ్న్యుండవై.

(2) సకలభూతాత్మకుండ నైనయేను దపోవ్రతయజ్ఞదానశమదమాదులచేత సంతసింపను, గురుజనంబులం బరమభక్తి సేవించువారలం బరిణమింతు.

(3) గురుశుశ్రూషంజేసి నీకుఁ బరమశోభనంబగు, జాతిస్మరణంబునుంగలుగు, నపరజన్మంబునం బరమబ్రాహ్మణుండ వయ్యెదవు.

V. ఈ క్రిందివాక్యములకు సంబంధించిన యితిహాసములను వ్రాయుఁడు :—

(1) "అనఘుఁడీఁడె త్రిపురహరుఁడు త్రిలోచనుఁ। డిదె త్రిలోకమాతహిమనగేంద్ర। తనయ..."

(2) "శకునికైతవము దుశ్శాసనుచేసినదుష్కర్మమును గర్ణుతులువతనము"

(3) "సవత్స్మాస్థలిఁ విశ్వదాస్థానలీలఁ బలీంద్రేంద్రజా త్రైకదానాంబుధారాప్లుతిందద్వత్కళాతేజమా..."

(4) "మునివార్యత్తము విశ్వామిత్రుఁడు భక్షింపఁడె సారమేయపలలముఁ దొలుతఁ."

(*a*) త్రిపురములు, త్రిలోకములు, పంచబాణములు, సప్తమాతృకలు, అష్టభోగములు, అష్టకష్టములు—వీనిని వివరింపుఁడు.

(*b*) "హిమనగేంద్రతనయ."—దీనిని వృత్తిచే వేఱు రూపముగా లిఖింపుఁడు. ఆ వృత్తిపేరేమి ?

VI. (1) మీరు చదివిన గ్రంథభాగముల శైలియందుఁ గల తారతమ్యమును గుణదోషంబులను విశదపఱుపవలయు.

(2) ఆ భాగములందుఁ గల ఛందోవిరుద్ధంబుల రెంటిని, సహేతుకంబులుగ స్పష్టీకరింపవలయు.

VII. (1) విశేషణ విశేష్యంబులందుఁగల విభక్తివచన వ్యత్యయంబులం బ్రదర్శించుటయే కాక, తల్లక్షణంబుల లిఖింపవలయు.

(2) వచ్ఛ్రుధాతువువలనఁ గలిగిన యవ్యయంబులెల్ల వ్రాసి, తత్సంకేతనామంబుల నక్కడక్కడనే వ్రాయునది.

(3) తత్సమపదంబులు పలానివియని యెఱుంగుటకుంగల హేతువులేవి ? ఉదాహరణము లిండు.

(4) అనింద్య గ్రామ్యములనఁగా నేవి ? వానిని గ్రహింప నేల ?

(5) వలన వర్ణకముయొక్క నానాప్రయోగములను, ఉదాహరణములతోఁ దెల్పుఁడు.

(6) కావర్ణకంబు అంతమందుఁగల తిర్యగ్వాచకంబులకు మూఁడు ఉదాహరణము లిండు.

(7) అభావద్యోతకంబయిన దేశ్య ప్రత్యయము నొకదానిని వ్రాయుఁడు. రెండుదాహరణము లిండు.

VIII. (1) దుర్యోధనఘోషయాత్రవలన మీరు గ్రహించిన నీతులను విశదీకరింపుఁడు.

(2) ధర్మవ్యాధునిచరిత్రమును సంక్షేపముగా వ్రాయుఁడు.

IX. (1) "ఎన్నఁడు నిట్టిసాహసము లింకనొనర్పకుమయ్య."
"ఏ భారమునులేక యూరకుండ మనల నొందె జయము."

ఈ మాటల నెవరెవరితోఁ జెప్పిరి? ఇవి సందర్భోచితములుగా నున్నవా? వీనికి బదులుమాటలను వానికారణములను సంగ్రహముగా లిఖింపుఁడు.

(2) పై వాక్యములందలి కర్తృక్రియాకర్మలను నిరూపింపుఁడు. వానియందలి తత్సమపదములకు సరియైన దేశ్యపదములని వ్రాయుఁడు.

X. (1) మూఁడవప్రశ్నమందలి నాలవపద్యమునకుఁ బేరేమి? వృత్తమా? జాతియా? దానికి ఛందోలక్షణము వ్రాయునది. దీల మొదటి రెండు లఘువులు నొకగురువుగా నుండినపు డది యెట్టిపద్యమగును.

(2) దండకలక్షణముఁ దెలుపవలయు.

SATURDAY, 17TH DECEMBER, 2 TO 5 P.M.

TELUGU : TRANSLATION AND COMPOSITION.

I. Translate into Telugu :— [See Urdu Translation paper, page cii.]

II. Translate into English :

(1) కలలోనందను మున్నెఱుంగనిమహా కష్టాత్ముఁడైనట్టిదు
ర్బలుఁ డాపత్సమయంబునన్నిజపదాబ్జాతంబులుల్లంబులోఁ
దలఁపన్నంతన మెచ్చియార్తిహరుఁడై తన్నైననిచ్చున్ని
శ్చలభక్తిన్భజియించువారికిడఁడే సంపద్విశేషోన్నతుల్

(2) ఘనశస్త్రాస్త్రమహోజ్జ్వలంబుచతురంగవ్యాప్తభూమండలం
బునితాంతోద్ధతఘోరఘోషబధిరీభూతాఖిలాశాముఖం
బనిరోధోద్ధతవేగ ముగ్రదనుజేంద్రానీకమేతెంచె నీ
సునసీశానముఖామరప్రతతిపై శుంభద్భుజారంభమై.

(3) ఫలితచికిత్స రోగములఁ బాపశుభక్రియలన్మహాఘము
ల్వాలుపఱఁజేయనీతిధనముల్బహుభంగులఁగూడఁబెట్టఁగే
వలపరతంత్రులై మెఱయువైద్యవిపశ్చిదమాత్యులున్ధరా
తలపతిఁబాసిపోవుదు రతండుకృతజ్ఞుఁడుగాకయుండినన్.

(4) ఏకాన్వయజాతులైనవారికి నర్థ నిమిత్తంబైనభేదంబొక్కొక్కమాటు వర్తిల్లు నంతనచేసి సహజస్నేహంబు దప్పనేరదు. జ్ఞాతిజనంబులు తమలోనెట్టివారైన నొప్పంగాని యన్యులవలనం బరిభవంబు దొడరినప్పుడు దారొండురులఁ జేకొనకునికి లోకనింద్యంబు.

(5) శమమును దానము ధర్మము
క్షమయును బటువిక్రమంబు సత్యంబును శీ
లము దుర్జనశిక్షయు భూ
రమణునకుం గలుగవలయు రాజితగుణముల్.

III. Write in Telugu an Essay on "*The Sea in its relation to Commerce and Civilisation.*"

వర్తకము, నాగరికత వీని,—విషయముగా సముద్రమువలనఁ గలుగు ప్రయోజనమునుగురించి తెలుఁగుభాషలో ఒక వ్యాసము వ్రాయుఁడు.

SATURDAY, 17TH DECEMBER, 10 A.M. TO 1 P.M.

KANARESE: TEXT-BOOKS AND GRAMMAR.

I. (1) ಜೈಮಿನಿ ಭಾರತ, ಸಿದ್ದರಾಮೇಶ್ವರ ಪುರಾಣ,—ಇವೆರಡರಲ್ಲಿ ಯಾವದು ಮೊದಲು ರಚಿತ ವಾಯಿತು ?

(2) ಸಾನುಮತಿ ಎಂಬ ಪಾತ್ರವನ್ನು (Character) ಕವಿಯು ನಾಟಕದಲ್ಲಿ ಯಾತಕ್ಕೋಸ್ಕರ ಸೇರಿಸಿರುವನು? ಈ ಪಾತ್ರವನ್ನು ಬಿಟ್ಟು ಬಿಟ್ಟರೆ ಕಥಾ ಸಂದರ್ಭವು ಯಾವವಿಧ ದಲ್ಲಾದರೂ ಕೆಡುವದೊ ? ಸೂಕ್ಷ್ಮವಾಗಿ ಚರ್ಚಿಸಿ ಬರೆಯಿರಿ.

(3) ಪಂಚಮ ಷಷ್ಠಾಂಕ ಮಧ್ಯದಲ್ಲಿ ಪ್ರವೇಶಿಸುವ ಪುರುಷನ ಬಾಯಲ್ಲಿ ವ್ಯಾಕರಣಾನು ಬದ್ಧವಾದ ಮತ್ತು ಸ್ವಚ್ಛವಾದ ನುಡಿಗಳನ್ನು ಕನ್ನಡ ಕವಿಯು ಆಡಿಸಿರುವನು : ಇದರಿಂದ ನಾಟಕ ಲಕ್ಷಣವು ಯಾವ ರೀತಿಯಲ್ಲಿ ಕೆಟ್ಟಿದೆ ?

II. (1) ಕ್ರೀಡೆಯಿಂ ಮಾಧವನುತ ಪ್ರಸಂಗವನುಂಟು।
ಮಾಡುತ್ತಸುಮನೋನುರಾಗದಿಂ ಬಿರದೆನಲಿ।
ದಾಡುತ್ತ ಕುಜವಂಶಭೇದನಂಗೆಯ್ಯುತ್ತ ಸಾಮಜೋಲ್ಲಾಸದಿಂದ॥
ಪಾಡುತ್ತ ವಿಷ್ಣುಪದ ಕಮಲ ಮಧುಕರನೆಂಬ।
ರೂಢಿಯಿಂ ನಿಜವಾಗಿ ಕಾಣಿಸುವ ತೆರದಿಂದ।
ನೋಡುವರಕಣ್ಗೆ ಗೋಚರಿಸಿದಂ ನಾರದಮುನೀಶ್ವರಂಬಾಂದಳದೊಳು॥

ಈ ಪದ್ಯದಲ್ಲಿ ಮಧುಕರ ಪರವಾದ ಅರ್ಥವು ಯಾವದು ತೋರಬರುವದು?

(2) ತಿಳಿವಿವು ಪೂಜ್ಯರಾದವರೊಳಗ್ರಣಿ ಯೆನ್ನುತೆ ನಿನ್ನನೀಕ್ಷಕಂ।
ತಳೆಯೆ ಮನಂಗಮಂತಳೆದ ಸತ್ಕ್ರಿಯೆಯೆಂದು ಘಮಾನ ಸದ್ಗುಣಂ।
ದಳೆದವಧೂವರರ್ಕಳನೆ ಯೋಜಿಸುತಿಂತು ಹಿರಣ್ಯಗರ್ಭನೀ।
ಗಳೆಕಳೆಕೊಂಡನತ್ತೆ ಬಹುಕಾಲದೆಬಂದ ಮಹಾಪವಾದಮಂ॥

ಈ ಪದ್ಯದ ದಂಡಾನ್ವಯವನ್ನು ನಿಮ್ಮ ಸ್ವಂತವಾದ ಮಾತಿನಿಂದ ಬರೆಯ ಬೇಕು.

III. ಕೆಳಗಣ ವಾಕ್ಯಗಳು ಯಾವ ಯಾವ ಸಂದರ್ಭಗಳಲ್ಲಿ ಬರುವವು ? ಅಲ್ಲಿ ಅವುಗಳಿಗೆ ಸರಿಯಾದ ಅರ್ಥವೇನು ?

(1) ಹಾಗಾದರೆ ನನ್ನ ರಾಜಶಬ್ದವು ಸಾರ್ಥಕವಾದದ್ದು.

(2) ಎಲೈ ಮಿತ್ರನೆ, ಮನೋಹರವಾಗಿರುವ ಈ ಭಾವಚಿತ್ರವು ನೋಡತಕ್ಕದ್ದಾಗಿದೆ. ಇದರ ಹಳ್ಳತಿಟ್ಟಾದ ಪ್ರದೇಶಗಳಲ್ಲಿ ನನ್ನ ದೃಷ್ಟಿಯು ಎಡಹುವ ಹಾಗಿದೆ !

(3) ಸಂವತ್ಸರಮುಪವಾಸಂಗೆಯ್ದು ತೋಳ್ಗಳಗೆ ಪಾರಣೆಯಂ ಕಲ್ಪಿಸಲುಸೋತ್ಸಾಹನಾಗಿ ಕುರುಸೇನೆ ಗಭಿಮುಖನಾದಂ.

(4) ಚಾಂದ್ರವತ್ಸರದೊಳ್ಮಲಮಾಸಂ ಬಂದೊಡೆ ನಿಜಮಾಸಮುಂ ಕೂಡಿ ಷಷ್ಠಿದಿನಾತ್ಮಕಮಾಗಿಮಾಸಮಂ ಸಮಯ ನಿರ್ವಹಣಾದಿ ವ್ಯಾಪಾರಂಗಳೊಳು ಗಣಿಸಲ್ಕೂಡದು.

IV. (1) ನಸಿದು ಬೆಳೆಯುದೆ ಕೊಬ್ಬಿ ಯೊಡ್ಡಿರ್ದ ತೆನೆಗಳೊಳು।
ನಸುಗಂಪಿನಿಂಬೀಗಿಬಾಗಿ ತೂಗುವ ಚಲುವ।
ಹೊಸಹಾಲ ಕನಿಗಳಡಸಿದ ತೆರದತೆನೆಗಳನು ತಿರಿತಿರಿದು ತಂದುತಂದು॥
ಒಸೆದೊಸೆದು ಹೊಸೆಹೊಸೆದು ರಸಮುಳ್ಳ ಹಸರುಳ್ಳ।
ಬಿಸಿಯುಳ್ಳ ಗಂಪುಳ್ಳ ನವಣೆ ತಂದಿತ್ತು ಜೋ।
ಧಿಸಿದನುರೆ ಕಲ್ಪಭೂಜವನು ಚಿಂತಾಮಣಿಯ ಚಿಣ್ಣನುಪಚರಿಸುವಂತೆ॥

(*a*) ಈ ಷಟ್ಪದಿಯಲ್ಲಿರುವ ಸಂಸ್ಕೃತದ ಪದಗಳನ್ನು ವಿಂಗಡ ವಾಗಿಬರೆ.

(*b*) ಗೀಟನಿಂದ ಗುರುತುಮಾಡಿರುವ ಮಾತುಗಳಿಗೆ ಅರ್ಥ ವನ್ನು ಹೇಳು.

(*c*) ಕೆಲವು ಪದಗಳನ್ನು ಎರಡಾವರ್ತಿ ಪ್ರಯೋಗಿಸಿ ರುವದು ಯಾತಕ್ಕೆ ?

(2) ಶಾರ್ಙ। ಕಂ॥ ಕೃತಕಾರ್ಯದ್ವೇಷದೆ ಭೂ।
ಪತಿಗುಚಿತವು ಧರ್ಮವಿಷಯ ದೋಳ್ವಿಮುಖತ್ವಂ।

ರಾಜಂ। ಇದೇಕಿಲ್ಲದ್ದನ್ನಾಡುವರು ?

ಶಾರ್ಙ। ಅತಿಶಯಮಾಗಿರ್ದಪುದೀ।
ಕ್ಷಿತಿಯೊಳಗೈಶ್ವರ್ಯಮತ್ತರೊಳಗೀ ದೋಷಂ॥

ಇಲ್ಲಿ ಕಂದದ ಮಧ್ಯದಲ್ಲಿ ರಾಜನಮಾತನ್ನು ಸೇರಿಸಿರುವದಕ್ಕೆ ಕಾರಣವೇನು ? ಕಂದಪದ್ಯವು ಮುಗಿದಮೇಲೆ ರಾಜನಮಾತನ್ನು ಬರೆದರೆ ಸ್ವಾರಸ್ಯವೇನಾದರೂ ಕಮ್ಮಿಯಾಗುವದೊ ? ನಿಮಗೆ ತೋರಿದ್ದನ್ನು ಸ್ಪಷ್ಟವಾಗಿ ಬರೆಯಿರಿ.

V (1) ಎಂತೆಂತು ಬರೆಯವೇಳ್ಕುಮ । ದಂತಂತುಟು ಚಿತ್ರದಲ್ಲಿಬರೆ ಯಲ್ಬರ್ಕುಂ॥
ಅಂತಾದೊಡೆ ವಿಾಚಿತ್ರದೆ । ಕಾಂತೆಯಲಾವಣ್ಯಮಿನಿ ಸು ಸಂಗಡಿಸಿರ್ಕುಂ॥

ಈ ಪದ್ಯದ ಮುಖ್ಯ ತಾತ್ಪರ್ಯವೇನು ?

(2) ಮುಂದೆ ಹೇಳುವ ವಾಕ್ಯಗಳ ಅರ್ಥವನ್ನು ಕವಿಯು ಯಾವ ಯಾವ ರೀತಿಯಲ್ಲಿ ಪುಷ್ಟೀಕರಿಸಿರುವನು ? ತಿಳಿದರೆ ಕವಿಯ ಮಾತಿನಲ್ಲಿಯೇ ಹೇಳು, ಇಲ್ಲದಿದ್ದರೆ ನಿನ್ನ ಸ್ವಂತವಾದ ಮಾತಿನಲ್ಲಾದರೂ ಹೇಳು:—

(*a*) ಕಲಿಸಿದೆ ಬರ್ಬುದುಕೌಶಲ । ವಿಳೆಯೊಳ್ ಸ್ತ್ರೀಜಾತಿ
ಮಾತ್ರ ಕಮಮಾ॥

(*b*) ಬಳಗೈತಂದಿರ್ದನಿಯೆಳ । ನುಳದಾನೀಚಿತ್ರಗತೆಗೆ ಪಂಬಲಿ
ಸುತ್ತಂ॥

(3) ಕೆಳಗಣ ಪದ್ಯಗಳ ಅಲಂಕಾರಗಳನ್ನು ಲಕ್ಷಣ ಸಮನ್ವಯ
ವಾಗಿ ಬರೆ:—

(*a*) ಮಂಜುಮಹಿಮಾಸ್ಪದಂ ಚಾರುವೃತ್ತಂಕಲಾ।
ಪುಂಜಂಸದಾನಬೋಗಂ ಕುವಲಯಪ್ರಿಯಂ।
ರಂಜಿಸುವರಾಜನೆನ್ನ ಪೇಲಾದೊಡಂ ಮಿತ್ರತೇಜಕಳವಳದುಪಗೆಯಂ॥
ಭಂಜನೆಗೆ ಸಿಕ್ಕಿಬಡತನವಟ್ಟು ಕಂದಿಪಳ।
ವಂಜಗವರಿಯೆಪೊತ್ತೆನೆಂದು ಬಿಡದಮೃತಾರ್ಚಿ।
ಯಂಜರೆದುನಗುವನದರಿಂ ಚಂದ್ರಹಾಸನಿವನಹನೆ ನೆಪೆಸರ್ಕ್ಕೆರದುದು॥

(*b*) ಅಂದುಮುನಿಪುತ್ರಿಯೆಂನಲ । ವಿಂದಾನೇಕಾಂತದಲ್ಲಿ ವರಿಸಿದ
ನೆನಪುಂ॥
ಬಂದುದುಮನಕದರೊಡನೆಯೆ । ಕಂದರ್ಪನಕರಕೆ ಚೂತಪಲ್ಲವ
ಶರಮುಂ॥

VI (1) "ಗಂಧವಹನಂದನಂ ಕ್ಷಿಪ್ರದೊಳು ಸಾಲವನೇರಿ ಧುವ್ಮಿಕ್ಕಿಯೊಡಿ ಬಂದು ಸಾಲವಂ ಮುರಿದು ಮಹಾಶಾಖೆ ಯಿಂದುಪಕೀಚಕರಂ ಸದೆವಡಿದವಂ ಪೋದೆಡೆಗೈದಿಸಿದಂ" - ಸಾಲವನೇರಿ ಧುವ್ಮಿಕ್ಕಿ ದುದೇತಕೆ ? ವಿಶದವಾಗಿ ಬರೆ.

(2) "ಆಶ್ರಿತವತ್ಸಲನಾದ ಶ್ರೀವತ್ಸಲಾಂಛನನ ಅನುಕೂಲ್ಯದಿಂದಂ ನಿಶಿತಶರದಿಂದೆ ಸೈಂಧವನ ಶಿರವಂ ತಟ್ಟನೆತರಿದಂ" - ಯಾರು? ಆನುಕೂಲ್ಯವ್ಯಾವದು ?

(3) ಅಶ್ವತ್ಥಾಮನು ಸಿಟ್ಟಿನಿಂದ—"ಎಲಾ ಸೂತಕುಲ ಸಂಜಾ

ತನೆ ! ನಾಂಕಂಬನಿಯನೆ ಬಿಡುವೆ ? ನಿನ್ನಂ ತೆನಗೆ ಶಾಪದಿಂದಾಯುಧಂ ಗಳ್ ನಿರ್ವೀರ್ಯ ಮಾದುವೊ ? '' ಸೂತಕುಲ ಸಂಜಾತನು ಯಾರು ? ಆ ಹೆಸರು ಅವನಿಗೆ ಬರುವದಕ್ಕೆ ಕಾರಣವೇನು ? ಆಯುಧಗಳು ನಿರ್ವೀರ್ಯಗ ಳಾಗುವಂತೆ ಯಾವ ಸಂದರ್ಭದಲ್ಲಿ ಇವನಿಗೆ ಶಾಪಬಂತು ?

(4) ಸಂಜಯಂ ದುಯೋರ್ಧನ ನಿರ್ಪೆಡೆಗೆ ಬಂದವೊಡನೆ— "ಇದೆ ರಾಯನಿರ್ಪನೆಂದುಸುರೆ, ತಂದೆ ತಾಯಿಗಳೀರ್ವರುಂ (ಅಂದರೆ ಧೃತರಾಷ್ಟ್ರನೂ ಗಾಂಧಾರಿಯೂ) ತೇರನಿಳದು ತಡವರಿಸುತೆವಂದು'' ಇಬ್ಬರೂ ಕುರುಡರಾಗಿದ್ದರೆ ?

VII. (1) ಕರ್ಮಧಾರಯ ಸಮಾಸವೆಂದರೇನು ? ಅದರಲ್ಲಿ ಎಷ್ಟು ಭೇದಗಳುಂಟು ? ಉದಾಹರಣೆಗಳನ್ನು ಕೊಡಿ.

(2) ಹಳೆಗನ್ನಡದಲ್ಲಿ ಸಮುಚ್ಚ ಯಾರ್ಥವನ್ನು ತೋರಿಸತಕ್ಕ ಪ್ರತ್ಯಯಗಳು ಎಷ್ಟು ಇರುವವು ? ಅವುಗಳ ಪ್ರಯೋಗ ವಿಧಿಗಳು ಏ ನು ? ಹೊಸ ಗನ್ನಡದಲ್ಲಿಯೂ ಈ ವಿಧಿಗಳನ್ನೇ ಅನುಸರಿಸ ಬಹುದೊ ?

(3) ಏಕವಚನಕ್ಕೆ ಬದಲಾಗಿ ಬಹುವಚನವನ್ನು ಯಾವ ಯಾವ ಸಂದರ್ಭಗಳಲ್ಲಿ ಉಪಯೋಗಿಸ ಬಹುದು ? ಉದಾಹರಣೆಗಳನ್ನು ಕೊಟ್ಟು ಬರೆ.

VIII. (1) ವ್ರತಿಗಳ್ಮಾಳ್ಕೆತಪಕ್ಕೆಡರ್ ಜನಿಸಿತೋ ಮೋಣಾವನಿಂದಾ ದೊಡಂ। ಹತಿತಾಂಸಂಭವಿಸಿತ್ತೊ ಧರ್ಮವನಚಾರಿಪ್ರಾಣಿವರ್ಗಕ್ಕೆ ಮೋಣ್॥ ಈ ಎರಡು ಪಾದಗಳನ್ನೂ ಪ್ರಸ್ತಾರಮಾಡಿ, ಗಣಗಳ ಹೆಸರುಗಳನ್ನೂ ಯತಿಸ್ಥಾನವನ್ನೂ ತೋರಿಸಿ, ವೃತ್ತದ ಹೆಸರನ್ನು ಹೇಳು.

(2) ಕೆಳಗಣ ವಾಕ್ಯಗಳಲ್ಲಿರುವ ಅಪದ್ಧಗಳನ್ನು ಸ್ಪಷ್ಟವಾಗಿ ತೋರಿಸಿ ಅವುಗಳನ್ನು ತಿದ್ದು ವವರಾಗಿ :—

(a) " ಎಂದು ಸುಖದು ಖಪೆಂದೆಂದಿಲ್ಲ ಶೀತೋಷ್ಣ

ವೆಂದಿಲ್ಲ ಹಗೆಕೆಳೆಯು ರೆಂದಿಲ್ಲ ಪರರೊಡವೆ। ಯೆಂದಿಲ್ಲ ಹಸಿವುತಣಿವೆಂದಿಲ್ಲ ಹರು ಷಂವಿಷಾದಂಗಳೆಂಬುವಿಲ್ಲ॥"

(b) "ತನ್ನ ವಿಶ್ವರೂಪಮಂ ತೋರಿ ಅವರನೆಲ್ಲರನುಂ ಭ್ರಮಿಸಿ ಗೊಳಿಸಿ ಪೊರಟು ವಂದಂ."

(c) "ವಿನೋದದಿಂದ ಕೆಲವು ನುಡಿಗಳಂ ವಾಚಿಸಿ ಅವರುಂ ತಾನುಂ ಕುಳತಂ."

(d) "ಅದಕಾತಂ ಮನದಲಿ ನಿಜಸಂಕಲ್ಪ ಸಿದ್ಧಿಯಾದುದಲಾ ಯೆಂದು ಸಂತಸಿಸುತಂ."

SATURDAY, 17TH DECEMBER, 2 TO 5 P.M.

KANARESE: TRANSLATION AND COMPOSITION.

I. Translate into Kanarese: [See Urdu Translation paper, page cii.]

II. Translate into English:

(1) ಅರಸುತನಂಬರಲ್ ಒಯ್ಯಕೆ ಹಿಂಗಿದುದೆಂಬುದದೊಂದೆ ಸಂತಸಂ।
ದೊರೆದಿಹರಾಜ್ಯಮಂ ಸಲಹಿಕೊಂಬುದು ಕಷ್ಟವನುಂಟು ಮಾಳ್ಪುದೀ।
ಪರಿಯೊಳತಿಶ್ರಮಾಪಹರಮುಂ ಶ್ರಮಕಾರಿಯು ಮಲ್ತುರಾಜ್ಯಮೀ।
ನೊರೆದವೆನಾಂ ಸ್ವಹಸ್ತಧೃತದಂಡಮೆನಿಪ್ಪ ಮಹಾತಪತ್ರದೋಲ್॥

(2) । ರಾಜಂ । (ನಕ್ಕು) ಸ್ತ್ರೀಯರು ಸಮಯಕ್ಕೆ ತಕ್ಕ ಬುದ್ಧಿ ಯುಳ್ಳವರೆಂಬುದು ಇದೀಗ.

। ಶಕುಂತಳೆ । ಈ ವಿಷಯದಲ್ಲಿ ವಿಧಿಯು ತನ್ನ ಶಕ್ತಿಯನ್ನು ತೋರಿಸಿತು, ಮತ್ತೊಂದು ಗುರುತನ್ನು ಹೇಳುವೆನು.

। ರಾಜಂ । ನೋಡ ತಕ್ಕದ್ದಂತೂ ಆಯಿತು ಇನ್ನು ಕೇಳತಕ್ಕದ್ದು ಬಂತು.

। ಶಕುಂತಳೆ । ಎಲೈ, ಒಂದು ದಿವಸ ನವಮಾಲಿಕಾ ಮಂಟಪದಲ್ಲಿ ಕುಳತಿರುವಾಗ ನೀರು ತುಂಬಿದ ಕಮಲಪತ್ರದ ಪಾತ್ರೆಯು ನಿನ್ನ ಕೈಯಲ್ಲಿತ್ತು.

। ರಾಜಂ । ಆಮೇಲೆ ?

। ಶಕುಂತಳೆ । ಆಗ ದೀರ್ಘಾಪಾಂಗವೆಂಬ ನನ್ನ ಜಿಂಕೆಯು ಮರಿಯು ಸಮೀಪಕ್ಕೆ ಬಂತು ; ಆಬಳಿಕ ನೀನು ಕರುಣದಿಂದ "ಮೊದಲು ಇದು ಜಲಪಾನ ಮಾಡಲಿ" ಎಂದು ನೀರನ್ನು ತೋರಿಸಲಿಲ್ಲವೆ ? ಅದು ನಿನ್ನಲ್ಲಿ ಅಪರಿಚಯದಿಂದ ನಿನ್ನ ಕೈಯ ಸಮೀಪಕ್ಕೆ ಬರಲಿಲ್ಲ ; ಆ ಮೇಲೆ ಆ ಜಲಪಾತ್ರೆಯನ್ನು ನಾನು ಕೈಗೆ ತೆಗೆದು ಕೊಂಡಾಗ ಬಂದು ಜಲಪಾನಮಾಡುವದನ್ನು ನೋಡಿ, ಎಲ್ಲವೂ ಸಜಾತಿಯಲ್ಲಿ, ವಿಶ್ವಾಸಪಡುವದು, ನೀವಿಬ್ಬರೂ ಅರಣ್ಯವಾಸಿಗಳೆಂದು ನೀನು ನನ್ನನ್ನು ಹಾಸ್ಯ ಮಾಡಲಿಲ್ಲವೆ ?

। ರಾಜಂ । ಹೀಗೆ ತಮ್ಮ ಕಾರ್ಯಕ್ಕಾಗಿ ಸ್ತ್ರೀಯರು ಜೇನು ತುಪ್ಪದಂತಿರುವ ಸುಳ್ಳು ಮಾತುಗಳಿಂದ ಕಾಮಿಗಳನ್ನು ಸೆಳೆಯುವರು,

। ಗೌತಮಿ । ಎಲೈ ಮಹಾರಾಜನೆ ನೀನು ಹೀಗೆ ಹೇಳತಕ್ಕದ್ದಲ್ಲ ; ತಪೋವನದಲ್ಲಿ ; ಬೆಳದ ಈಕೆಯು ಕಪಟವನ್ನು ಅರಿತವಳಲ್ಲಿ.

। ರಾಜಂ । ಎಲೌ ವೃದ್ಧತಾಪಸಿಯೆ

ಕಲಿಸದೆ ಬರ್ಪುದು ಕೌಶಲ
ಮಿಳೆಯೊಳ್ ಸ್ತ್ರೀಜಾತಿ ಮಾತ್ರಕಮಮಾಪೆಕ್ಕೋ
ಗಿಲೆಮರಿಯಂ ವಾಯಸದಿಂ
ಸಲಹಿಪುದೆನೆ ಪಾರುವನ್ನ ಮುಳದರಮಾತೇಂ।

(3) ಎನ್ನಿಂಧಿಕ್ಕೃತೆಯಾಗಿ ತನ್ನ ಜನಮಂ ಬೆನ್ನಂಟಲುದ್ಯುಕ್ತೆಯಪ್ಪನ್ನಂನಿಲ್ಲುಹುದೆಲ್ಲಿಗೆಂದು ಗುರುಶಿಷ್ಯಂ ಕೋಪದಿಂಗರ್ಜಿಸಲ್ ಬನ್ನಂ ಬೊಂದುತೆ ಮತ್ತ ವಳ್ಳಿಯೆ ಬಾಷ್ಪಂಕಣ್ಗಳೊಳ್ ಕ್ರೂರನಾ ದೆನ್ನಲ್ಲಿಟ್ಟ ವಲೆಶೋಕನಂ ವಿಷದಮುಳ್ಳಂತೆನ್ನ ತಾಂಬುರ್ಬಗುಂ ।

(4) ಇತ್ತಲಾ ಧರ್ಮರಾಯನೇ ಮೊದಲಾದ ನಾಲ್ಕು ಮಂದಿಯು ಭಿಕ್ಷಾನ್ನವನ್ನು ತೆಗೆದು ಕೊಂಡು, ಮನೆಗೆಬಂದ ಸಮಯದಲ್ಲಿ ಉತ್ಸಾಹದೊಡನೆ ಕೂಡಿರುವಭೀಮಸೇನ ನನ್ನುನೋಡಿ, ಅವರಲ್ಲಿ ಧರ್ಮರಾಯನು ಆತನ ಇಂಗಿತವನ್ನು ನೋಡಿ, ಸಂತೋಷ ಯುಕ್ತನಾಗಿ ಇದ್ದಾನೆಂದು ತಿಳಿದು, ಇದಕ್ಕೆ ಏನೋನಿಮಿತ್ತವಿದೆ ಎಂದು ಚಿಂತಿಸುತ್ತಾ ಏಕಾಂತದಲ್ಲಿ ತನ್ನ ತಾಯಿಯನ್ನು ನೋಡಿ - ವಾಯುಪುತ್ರನು ನಿನ್ನ ಅಪ್ಪಣೆಯಿಂದ ಒಂದು ಮಹಾಕಾರ್ಯವನ್ನು ನಿರ್ವಹಿಸುವದಕ್ಕೆ ಎಣಿಸಿದ್ದಾನೆಂದು, ಆತನ ಮುಖೋಲ್ಲಾಸದಿಂದ ತಿಳಿದೆನು. ಅದನ್ನು ವಿವರವಾಗಿ ತಿಳಿಯ ಹೇಳೆನಲು ; ಕುಂತೀ ದೇವಿಯು, ಎಲೈ, ಕುಮಾರಕನೇ, ವಾಯುಪುತ್ರನು ನನ್ನ ಅಪ್ಪಣೆಯಿಂದ ಒಬ್ಬ ಬ್ರಾಹ್ಮಣನನ್ನು ರಕ್ಷಿಸುವದಕ್ಕೋಸ್ಕರವೂ ಪಟ್ಟಣದ ಆಪತ್ತನ್ನು ಪರಿಹರಿಸುವದಕ್ಕೋಸ್ಕರವೂ ಒಬ್ಬ ರಾಕ್ಷಸನ ಬಲಿರೂಪವಾದಂಥ ಮಹಾ ಕಾರ್ಯವನ್ನು ನಡಿಸಲಿಚ್ಛೈಸಿದ್ದಾನೆಎನಲು, ಧರ್ಮಜನು ತಾಯಿಯನ್ನು ನೋಡಿ,—ಎಲೈ, ತಾಯೇ ಇಂಥ ಸಾಹಸ ಕಾರ್ಯವನ್ನು ಮಾಡಬಹುದೇ ? ಮತ್ತೊಬ್ಬರ ಮಗನನ್ನು ರಕ್ಷಿಸುವದಕ್ಕೋಸ್ಕರ ತನ್ನ ಮಗನನ್ನು ಬಿಡಬಹುದೇ ? ನಾವೆಲ್ಲರೂ ಭೀಮಸೇನನ ಭುಜಬಲವಂ ನಂಬಿ ದಾಯಾದಿಗಳು ಅಪಹರಿಸಿ ಕೊಂಡಿರುವ ರಾಜ್ಯವನ್ನು ತಿರಿಗಿ ಸಾಧಿಸ ಬೇಕೆಂದು ಯೋಚಿಸಿದ್ದೇವೆ. ಬುದ್ಧಿಶಾಲಿಯಾಗಿ ಮಹಾಬಲ ಪರಾಕ್ರಮ ಶಾಲಿಯಾದ ಇಂಥ ಮಗನನ್ನು ಕೊಡುವದಕ್ಕೆ ಯೋಚಿಸಿದ ನಿನ್ನ ಬುದ್ಧಿಗೆ ಏನನ್ನ ಬೇಕೆಂದನು.

III. Write an Essay in Kanarese on "*The Sea in its relation to Commerce and Civilisation,*"

ವರ್ತಕತನ, ನಾಗರೀಕತೆ - ಇವುಗಳ ಕುರಿತು ಸಮುದ್ರಕ್ಕೆ ಇರುವ ಸಂಬಂಧದ ವಿಷಯ ಒಂದು ಉಪನ್ಯಾಸವನ್ನು ಬರೆಯಿರಿ.

SATURDAY, 17TH DECEMBER, 10 A.M. TO 1 P.M.

MALAYALAM: TEXT-BOOKS AND GRAMMAR.

N.B.—Candidates are requested to answer the 10th question and *any eight* of the other questions.

I. (1) വാറു - വാശി - കൊണ്ടു - ഹരി - മതി - കുറവു - പണ്ടാരം - ഗൌ - ഈ വാക്കുകളുടെ നാനാൎത്ഥങ്ങൾ പറക.

(2) പ്രാസം എന്നാൽ എന്ത? പ്രാസം എത്രവിധം? ഉദാഹരണങ്ങൾ പറക.

(3) കേൾക്കുക - സന്തോഷിക്കുക - കൃതജ്ഞത. ഈ അൎത്ഥങ്ങളെ വാല്മീകി രാമായണത്തിൽ എന്ത പദപ്രയോഗങ്ങളാൽ ജനിപ്പിച്ചിരിക്കുന്നു?

II. (1) ഹനുമാൻ - സീതാ - സഗരൻ - അയോദ്ധ്യാ - അസുരൻ - അപ്സരസ്ത്രീ - ഈ പദങ്ങളുടെ വ്യുല്പത്തികൾ എന്ത?

(2) ഗംഗക്കു മൂന്നു പൎയ്യായപദങ്ങൾ അൎത്ഥസഹിതം പറക.

(3) ഭഗീരഥപ്രയത്നം - ത്രിശങ്കുസ്വൎഗ്ഗം - ഈ പദങ്ങൾക്കു ഇപ്പോൾ നടപ്പുള്ള അൎത്ഥം എന്ത? എങ്ങിനെ സിദ്ധിച്ചു.

(4) "രണ്ടാലൊന്നിവനിപ്പോൾ അമ്പിനാൽ കളഞ്ഞീടും" - രണ്ടു എന്തെല്ലാം?

(5) "ശോകമൊട്ടുരത്തുശ്ലോകമായിവന്നു കൂടി." ശ്ലോകം എഴുതുക.

(6) പാലാഴിമഥനത്തിൽനിന്ന എന്തെല്ലാം കിട്ടിയെന്ന വാല്മീകി പറയുന്നു. ഇതിലധികം വല്ലതും കിട്ടിയിട്ടുണ്ടൊ.

(7) സപ്തമാതൃക്കളുടെ പേരുകൾ എന്ത?

(8) "തന്റെ കുലത്തെയുമാചാൎയ്യന്തന്നെ കൊണ്ടു ചൊല്ലിക്കുന്നതു യോഗ്യമല്ല യെന്നുടനേ വം." എന്തുകൊണ്ടു?

III. (1) താടകയാര? രാമൻ താടകയെകൊന്നത ശരിയൊ?

(2) ഭാൎഗ്ഗവരാമനും ശ്രീരാമനും തമ്മിൽ കാണ്മാൻ എന്ത സംഗതി? ഇവര തമ്മിലുണ്ടായ വാഗ്വാദത്തിന്റെ ചുരുക്കം എഴുതുക.

(3) നരകാസുരവധത്തിന കാരണം എന്ത? നരകന്റെ മാതാപിതാക്കന്മാർ ആർ? അവൻ അസുരനാകുവാൻ കാരണം എന്ത? നരകാസുരവധം പ്രമാണിച്ചു ഹിന്തുക്കൾ ആചരിച്ചുവരുന്ന വിശേഷ ദിവസം ഏത?

IV. (1) രാമനെ വിഷ്ണുവായി വിചാരിക്കുമ്പൊൾ സീതാ - ലക്ഷ്മണൻ - ഭരതൻ - ശത്രുഘ്നൻ ഇവര ആരായിരിക്കും? പരമാത്മാവായി വിചാരിക്കുമ്പൊൾ സീതയാര? ജീവാത്മാവായി വിചാരിക്കുമ്പൊൾ ദശരഥൻ ആര?

(2) രാമാവതാരം ത്രിമൂൎത്തികൾ, ഏകീഭവിച്ചുണ്ടായതെന്ന കാണിപ്പാൻ ലക്ഷ്യങ്ങൾ വല്ലതും ഉണ്ടൊ?

(3) ദശരഥന്റെയും ജനകന്റെയും പുരോഹിതന്മാർ ആർ? സീതാ വിവാഹം കഴിപ്പിച്ചതും പുത്രീയയാഗം ചെയ്യുതും ആര? എന്തുകൊണ്ട?

V. (1) വാല്മീകിരാമായണം കിളിപ്പാട്ടായി ഉണ്ടാക്കിയത ആര? എന്ന? എന്തസാദൃശ്യത്തിന? എവിടെവെച്ച ഉണ്ടാക്കി?

(2) വാല്മീകിരാമായണത്തിൽ തമിഴരീതി പ്രയോഗിച്ചിരിക്കുന്നു. ഉദാഹരണങ്ങൾ കാരണസഹിതം പറക.

(3) ധ്രുവചരിതത്തിൽ "ലോപപ്രയോഗങ്ങളും" "തെക്കൻ വാക്കുകളും" അസംഖ്യം ഓരൊന്നിന നന്നാല ഉദാഹരണങ്ങൾപറക. നമ്പ്യാരുടെ തുള്ളലുകളിൽ "തെക്കൻവാക്കുകൾ" അധികം വരുവാൻ സംഗതി എന്ത?

VI. നമ്പ്യാരുടെ കദളീവന വൎണ്ണനയെയും കാൎത്തികതിരുനാൾ രാജാവിന്റെ നക്രതുണ്ഡിവൎണ്ണനയെയും കവികളുടെ വാക്കുകളിൽ തന്നെ എഴുതുക.

VII (1) തതഃപ്രാപ്തമാരാൽഖഗെന്ദ്രംകവീന്ദ്രാ
രുഷാവിഷ്ടചെതാസ്തദാനീംമനസ്വീ
സ്വമുഷ്ടിംസമുദ്യമ്യനാദാൻവിമുഞ്ചൻ
ബഭാഷെഗിരംസാദ്ധ്വസായംതരസ്വീ

ഠരം ശ്ലോകത്തിലെ ഗുരുലഘുക്കളെ അടയാളം ചെയ്യുകയും ശ്ലോകത്തിന്റെ വൃത്തം എന്തെന്ന പറകയും ചെയ്യുക.

(2) താഴെ എഴുതിയിരിക്കുന്നത ധ്രുവചരിതം തുള്ളലിൽനിന്ന എടുത്തത. ഇതിനെ ഗ്രന്ഥത്തിൽ ഉള്ളപോലെ എഴുതുക.

മനുഷ്യൎക്ക പണംകിട്ടിയാൽ ദുഷ്ടതകാട്ടുവാൻ ഒട്ടും മടിയില്ല. പിന്നെയും കിട്ടുമെങ്കിൽ അവൻ രണ്ടുപണം എന്നാകിലും പതിനെട്ടുകാതം മണ്ടും. ദുരാഗ്രഹം മതിയില്ല. കിട്ടുമെന്നുകേട്ടാൽ കൊണ്ടുപോയി കണ്ടപെണ്ണുങ്ങൾക്ക കിട്ടിയാലപ്പോഴെ കൊടുപ്പാനും മടിയില്ല.

VIII. താഴെ എഴുതിയിരിക്കുന്നതുകളിൽ കീഴ്വരയിട്ടിരിക്കുന്ന പദങ്ങളുടെ പ്രയോഗങ്ങളിൽ എന്തെങ്കിലും വിശേഷം ഉണ്ടൊ :—

(1) വേണ്ടിച്ചു മുനികൾക്ക രാക്ഷസവധം ചെയ്വാൻ.

(2) അദ്ധ്വരത്തിന്നു ലോപം വാരാതെ കഴിക്കെണം.

(3) ഇക്കഥാനില്ക്കട്ടെ ഞാൻ മുല്ക്കഥാ പറഞ്ഞീടാം.

(4) അത്ഭുതമാകുംവണ്ണം ആരിയാവൎത്തത്തുങ്കൽ.

(5) എന്തെടൊപറഞ്ഞാലുമിനിക്കുന്നുപവാര.

(6) ഞങ്ങളെ വിശ്വാമിത്രൻ താനുമായയച്ചിതു

(7) മദ്ദളക്കാരുടെ ഒത്തും കലാശവും.

IX. താഴെ എഴുതിയിരിക്കുന്നതുകളുടെ അൎത്ഥം പറക:—

(1) കോമളകവിതയാം കൊമ്പിന്മേൽകരയേറി
രാമരാമാ എന്നതി മൃദുലം കൂകുന്നൊരു
വന്മീകജന്മാവായ കോകിലവരത്തിനെ
ന്നമുക്കായിൎവണങ്ങുന്നേൻ ചെമ്മയിൽ ഞാ
നിങ്ങിപ്പോൾ.

(2) കമലജഭവമുഖ്യൈ ൎദ്ദേവദേവൈരുപാസ്യൌ
സരസിജരുചിരൌതൌ സ്വാമിനൊനൌമി
പാദൌ
ശരണമുപഗതാനാം കാമപൂരാം ഘ്ളിപസ്യ
രണഭുവിനിഹനിഷ്യാമ്യാശു ദേവസ്യശത്രൂൻ.

(3) കല്യാണമായുള്ളൊരുകാൎമ്മുകംകുലപ്പാനായി

(4) മനമാമ്മയിൎവാളും മാനിനിമാൎക്കെല്ലാം.

(5) വിരണിതനവ മുരളീപാലിത നരസുരമുനി
നിചയൻ.

(6) നിന്നുടെയമുഖശോഭനിൎജ്ജിതനായിശശി
വിണ്ണിൽദിവാകരങ്കലും പിന്നെ മേഘങ്ങ
ളിലും
അൎണ്ണവത്തിലും മറയുമെന്നമെമാനസെ
നിൎണ്ണയിച്ചീടുന്നു ഞാനും അൎണ്ണോജാക്ഷിധ
ന്യെ.

(7) അധമചരിതൻ – അരുവയർമണി –
കൊച്ചിക്കപോയിട്ടുതൊപ്പിയിട്ടീടെണം–

ആറ്റുനോറ്റുണ്ടായബാലൻ, ഘേവിക്കപ്പു
ത്തരി -
ഘനമായ്‌വനം - കൂടിയാട്ടം കുറെഉണ്ടു -
കട്ടിലുംകണ്ടുപനിച്ചാൽകണക്കല്ലാ -
കൂനൻമദിച്ചെന്നാൽ ഗോപുരം കുത്തുമൊ -
വെട്ടാളുടെശീലമായ.പക്ഷംവരും
വെട്ടാളരെപ്പോലെ തന്നിറമാകുവാൻ.

X. ഉന്നതകീർത്തിയായൊരിക്ഷ്വാകുകുലത്തിങ്കൽ
മന്നവൻദശരഥൻ തന്നുടെതനുജനായി
നിയതാത്മാവായി മഹാവീര്യവാനതിതരാം
നിയുതസൂര്യപ്രഭൻ ദ്യുതിമാൻജിതേന്ദ്രിയൻ
നിയതാരാതിവർഗ്ഗൻ നിർമ്മലൻനിരാമയൻ
നിയുതമതിബുദ്ധിയുള്ളവൻ നീതിശാലി
വിപുലാംസനായിനല്ലവഃലശാസനന്തന്റെ
ഉപലംകൊണ്ടുതീർത്ത മുസലംപോലെനീണ്ടു
നൃപലക്ഷണങ്ങളോടുപലക്ഷിതളുജ
യുഗളംകണ്ടാൽ നേത്രംസഫലമായിവരും
കംബുവിൻതന്നിക്കുള്ളു ബിംബോകംവെടി
ഞ്ഞീട്ടു
മംബുജാക്ഷന്റെഗളം ന്നൂനെകണ്ടീടുകിൽ
ബിംബമാംഫലമിതിൻ കീഴാകകൊണ്ടുചന്ദ്ര
ബിംബവക്തന്റെ ഓഷ്ഠമധരബിംബമായി
വ്യൂഢവക്ഷസ്സായി അതിപ്രൌഢഗോവൃഷ
സന്ധൻ
ഗൂഢജത്രുരത്യന്തം ഗാഢമത്സരീരിപൌ
ആജാനദീർഘഭുജൻ ഉത്തമൊത്തമാംഗവാൻ

ആജ്ഞാനശത്രുഘ്നൻ മഹാവിക്രമശാലിനൃപൻ
സൎവ്വേഷുസമബുദ്ധിയുള്ളവൻ സ്നിഗ്ദ്ധവ
ൎണ്ണൻ
സൎവ്വഗാത്രങ്ങൾസമമാംവൎണ്ണംവിഭക്തങ്ങൾ
അപ്രജാപതിതുല്യൻ അപ്രതിദ്വന്ദ്വീവീരൻ
അപ്രതിമാദികൾക്കും അപ്രിയംവരുത്തു
വോൻ
എപ്പോഴുംസത്തുക്കളാൽ സംഗതൻസിന്ധു
ക്കളാൽ
അപ്പതിയെന്നപോലെ എന്നുഞാൻ കേൾ
പ്പൂമനേ.

ഇതിന്റെ അൎത്ഥം വ്യക്തമായിപറക.

XI. (1) ഒമ്പതാം ചോദ്യത്തിൽ *a*, *e*, *d*, *f*, ഇതുകളിലും പത്താം ചോദ്യത്തിലും ഉള്ള അലങ്കാരങ്ങളെ പ്രത്യക്ഷപ്പെടുത്തുക.

(2) സമാസം എന്നാൽ എന്ത? സമാസങ്ങൾ എത്രവിധം? ഒമ്പതാം ചോദ്യത്തിലെ *b* ശ്ലോകത്തിലെ സമാസങ്ങളെ മലയാളത്തിൽ വിഗ്രഹിക്കുക

(3) തത്സമം – തത്ഭവം – ദേശ്യം – എന്നാൽ എന്ത? ഇതുകൾക്ക വായിച്ചപുസ്തകങ്ങളിൽനിന്ന ഉദാഹരണങ്ങൾ പറക.

SATURDAY, 17TH DECEMBER, 2 TO 5 P.M.

MALAYALAM. TRANSLATION.

I. Translate into Malayalam:—[See Urdu Translation paper, page cii.]

II. Translate into English:

(1) കാററും മഴമഞ്ഞു മേററുകൊണ്ടെപ്പോഴും, കാട്ടിൽ കിടക്കുന്ന കൂട്ടമല്ലൊ നിങ്ങൾ; കാട്ടിക്കിടക്കുന്ന ദുൎമ്മശ്ശക്തിയാൽ വീട്ടിൽ കിടപ്പാൻ വിധിയില്ല നിങ്ങൾക്കു. നാട്ടിൽനിന്നാശു സുയോധന മന്നനങ്ങാട്ടിക്കളഞ്ഞതിൽ പിന്നെ യൊരിക്കലും, നാട്ടിൽകടപ്പാൻ കഴിയുന്നതുമില്ല കാട്ടിൽ സുഖമെങ്കിൽ ആയതും കോളല്ല. കല്ലിലും പുല്ലിലും കാലെത്തറക്കുന്ന മുള്ളിലും വള്ളികൾക്കുള്ളിലും കുണ്ടിലും, തള്ളിയലച്ചു നടക്കുന്ന നിങ്ങളെ ഭള്ളുകൾക്കൊട്ടും കുറവില്ല നന്നെടൊ, കള്ളത്തരം ചൂതുകൊണ്ടു ദുൎയ്യോധനൻ തള്ളിപ്പുറത്താക്കി നിങ്ങളെ തൽക്ഷണം ഉള്ളിൽ ഭയംപൂണ്ടു മണ്ടുന്ന നിങ്ങളെ ത്തള്ളിപ്പതിന്നൊരുപെണ്ണും പുറപ്പെട്ടു.

(2) (*a*) ആൎക്കാനംഗ്രേവെണ്ടിവന്നു ചാടിയാലുള്ളാപത്തു,

പോക്കാവതല്ലതാന്താൻ കണ്ടുനില്ക്കേണമെടൊ.

(*b*) ആപത്തോടനുബന്ധിച്ചീടിന സമ്പത്തെല്ലാം

ആപത്തെന്നത്രെ ചൊല്ലുകീഴമേൽനിനപ്പവർ.

(*c*) ആനമസ്കാരമല്ലൊ സജ്ജനകോപമുള്ളു.

(*d*) ആന്താനൊട്ടൊഴിഞ്ഞിട്ടും ബന്ധുവാം ജനങ്ങളെ

സന്തോഷിപ്പിക്കയല്ലൊ കാൎയ്യമാകുന്നതെടൊ.

(3) (*a*) ദ്രവ്യമെല്ലാം ഒടുങ്ങുമെന്നു കാണുമ്പോൾ ഒരസത്യം പറയാമെന്നു ചിലരുടെ പക്ഷമുണ്ടു. അഥവാ അല്പം ദോഷം ഉളവാകുമെങ്കിൽ തന്നെ അനന്തസമ്പത്തുകൾ സിദ്ധിക്കുന്ന നിനക്കു ആ ദോഷപരിഹാരസിദ്ധിക്കു ആയാസമായ്വരുമൊ? അനേക സമ്പത്തുകൾ അധീനമായ്വരുന്ന നിനക്കു ഐഹികപാരത്രികസുഖങ്ങളും ഹസ്തലബ്ധമെന്നപോലെ ഉറക്കുക. അനാവശ്യമായി ഉഴന്നു കഷ്ടപ്പാടുതേടാതെ ഞാൻ ചൊന്നവിധംചൊല്ലി രാജ്യത്തിൽ മടങ്ങിപ്പോയി രാജ്യം വാണിരിക്ക.

(*b*) ഒരു അനുചിതകാൎയ്യം വാച്യമല്ല, തീൎച്ചതന്നെ; എന്റെ ഒരു അനാദരവു പൊറുക്കേണം അധൎമ്മാനുഷ്ഠാനത്തിന്നു അശക്തനായ ഞാൻ ധൎമ്മ നിഷ്ഠകൊണ്ടുണ്ടാകും അനൎത്ഥങ്ങൾ അനുഭവിപ്പാൻ തന്നെ ഒരുങ്ങുന്നു.

(*c*) കായക്ലേശം എനിക്കു അലക്ഷ്യം. സത്യപരിപാലനാൎത്ഥം ദേഹപരിത്യാഗം കൂടെ ഉറച്ചവനായ എന്നോടു അധൎമ്മാംഗീകാരം എന്തിനായി വൃഥാ നിഷ്കൎഷിക്കുന്നു.

III. Write an Essay in Malayalam on *"The Sea in its relation to Commerce and Civilization."*

കച്ചവടവ്യാപാരം, നാഗരീകം, ഇവയോടു സമുദ്രത്തിനുളള സംബന്ധത്തെപ്പററി ഒരു ഉപന്യാസം മലയാളത്തിൽ എഴുതുക.

SATURDAY, 17TH DECEMBER, 10 A.M. TO 1 P.M.

URIYA :—TEXT-BOOKS AND GRAMMAR.

I. (କ) ନିମ୍ନ-ଲିଖିତ ବାକ୍ୟମାନଙ୍କର ଅର୍ଥ ବୁଝାଇ ଦିଅ ।

1. କଣାଏ ମାନବବର୍ଗେ ସମସ୍ତ ନଶ୍ୱର,
ଚିରସ୍ଥାୟୀ ନୁହେ କିଛି ଜଗତ ମଧ୍ୟର ।

2. ବଚନବିହୀନ ଏହି ବଲ୍ଲରୀନିକର,
ସଞ୍ଚାଳି ପଲ୍ଲବମୟ ଶ୍ୟାମଶାଖାକର ।

3. ନିବାତ ନିଷ୍କମ୍ପ ହ୍ରଦେ ତରଙ୍ଗ ଯେସନ,
ନ ସ୍ଫୁରଇ ଭବ ଊର୍ମ୍ମି ଚିତ୍ତରେ ତେସନ ।

4. ଅନ୍ଧାରେ ହେଲେ ଜଡିତ, ନ ହୁଅଇ ବିକଶିତ
ଜୀବାତ୍ମା କୁସୁମ ଏଥି, ହୁଏ ମ୍ରିୟମାଣ
ହିସ୍ରଇଣ ଦାବ୍ୟଶୋଷ୍ମ, ପ୍ରେମଭକ୍ତି ମ୍ଳାନ ।

5 ସ୍ନିଗ୍ଧ ବାୟୁ ବଧୂ ଜାତ ରମ୍ୟ ଉପବନ ।

6 ବନ୍ଧୁର ପାପାଙ୍କୁର ଉତ୍ପାଟନ କରିବା ସର୍ବାପେକ୍ଷା ଗୁରୁତର କର୍ତ୍ତବ୍ୟ କର୍ମ ।

7. ମାଂସାଶୀ ପକ୍ଷୀମାନଙ୍କର ଚଞ୍ଚୁର ପାର୍ଶ୍ୱ-ଦେଶ ତୀକ୍ଷ୍ଣ ଏବଂ ଅଗ୍ରଭାଗ ବଡଶବତ୍ ବକ୍ରାକାର ।

8. ଅଖିଳ ବିଶ୍ୱର ତୁଳନାରେ ପୃଥିବୀକୁ ଗୋଟିଏ ବିନ୍ଦୁ କହିଲେ କୁହାଯାଏ ।

9. ଆମ୍ଭେମାନେ ବିଶ୍ୱେଶ୍ୱରଙ୍କର ବିଶ୍ୱମନ୍ଦିରର ଯେତେଦୂର ଆରୋହଣ କରୁ ସେତେ ତାହାଙ୍କର ଅତ୍ୟାଶ୍ଚର୍ଯ୍ୟ ଅନିର୍ବଚନୀୟ ମହିମା ପ୍ରତ୍ୟକ୍ଷ କରି ଚମତ୍କୃତ ହେଉ ଏବଂ ତାହାଙ୍କର ଅନନ୍ତ ଐଶ୍ୱର୍ଯ୍ୟର ଅନ୍ତ ନିର୍ଦ୍ଧାରଣ ବିଷୟରେ ନିରାଶ ହେଉ ଥାଉଁ ।

(ଖ) ରେଖାରୂଢ଼ ଶବ୍ଦମାନଙ୍କରେ ଯେଉଁ ୨ ସମାସ ଅଛି, ତାହା ପଦବିଶ୍ଳେଷ ଦ୍ୱାରା ବୁଝାଇଦିଅ ।

II. 1. ଦୁର୍ଜ୍ଜୟ ଜଗତେ କାର୍ତ୍ତବୀର୍ଯ୍ୟ ପତି ।

2. ଭ୍ରୂଭଙ୍ଗ ମାତ୍ରକେ ଯାଇ ନହୁଷ ନୃପତି,

3. ଭ୍ରଷ୍ଟ ହୋଇ ଇନ୍ଦ୍ରପଦୁଁ ଲଭିଲେ ଦୁର୍ଗତି ।

ବାଲ୍ୟେ ଲଭିଥିଲେ ଭୀମ ଶନ୍ତନୁଙ୍କ ଶାପ ।

ଉଲ୍ଲିଖିତ ବାକ୍ୟମାନଙ୍କରେ ଯେଉଁ ୨ ଐତିହାସିକ ବା ପୌରାଣିକ ଇତିବୃତ୍ତ ଅଛି ତାହା ବିବୃତ କରି ଲେଖ ।

III. "ନ୍ୟାୟବିଷୟକ ସ୍ୱପ୍ନଦର୍ଶନ"ର ସଂକ୍ଷିପ୍ତ ମର୍ମ୍ମ ଲେଖି ଯାଅ ।

IV. ସୁଶିକ୍ଷିତ ଓ ଅଶିକ୍ଷିତ ଲୋକଙ୍କ ସୁଖର ତାରତମ୍ୟ ବୁଝାଇ ଦିଅ ।

V. (କ) ଉପସର୍ଗ କେତେ ପ୍ରକାର ? ସେମାନଙ୍କର ନାମୋଲ୍ଲେଖ କର

(ଖ) ଉପାଡ଼, ପଖାଳି, ହିଆ, ଭଲ, ହାଣିବ, ଲୁଟି, ବଢ଼ାଭାୟୁ, ଲଘିଷ୍ଠ ଓ ଅର୍ଣ୍ଣବ ଶବ୍ଦମାନଙ୍କର ବ୍ୟୁତ୍ପତ୍ତି ଲେଖ ।

(ଗ)

ଅର୍ଜନ	ସ୍ନେହ	ଅପତ୍ୟ	ହିଂସା	ଆଚାର
ପ୍ରାପ୍ତି	ଅଙ୍ଗ	ସନ୍ତାନ	ଈର୍ଷା	ବ୍ୟବହାର
		ପୁତ୍ର		

ଉଲ୍ଲିଖିତ ପ୍ରତ୍ୟେକ ସ୍ତମ୍ଭନିହିତ ଶବ୍ଦମାନଙ୍କର ପରସ୍ପରଙ୍କଠାରୁ ଭାବରେ କି ପାର୍ଥକ୍ୟ ଅଛି ବୁଝାଇ ଦିଅ ।

(ଘ) ରୌଦ୍ର ଓ ବୀରରସ କାହାକୁ କହି ? କବିତାବଳୀରୁ ତହିଁର ଉଦାହରଣ ଦିଅ ।

SATURDAY, 17TH DECEMBER, 2 TO 5 P M.

URIYA: TRANSLATION AND COMPOSITION.

I. Translate into Uriya:—[See Urdu Translation paper, page cii.]

II. Translate into English:—

(1) ବରଷାର ଘନମାଳା ଭୀମବେଶ ଧରି,
ଗମନେ ଘୋଷନ୍ତି ତୁମ୍ଭ ଅଜ୍ଞା ଅନୁସରି ।
ଭୀଷଣ କୁଳିଶନାଦ, ଚପଳା ସ୍ଫୁରଣ,
ତୁମ୍ଭର ମହିମା, ପ୍ରଭୋ, କରନ୍ତି ଘୋଷଣ ।
ପ୍ରଚଣ୍ଡ ଆରବେ ଏବେ ବହେ କଲ୍ଲୋଳିନୀ,
ସିନ୍ଧୁ ସଙ୍ଗେ କରିବାକୁ ତୁମ୍ଭ ଜୟଧ୍ୱନି ।

(2) ରାଜା କହିଲେ ଆରେ ଅଙ୍ଗୁରୀୟ ! କହିଲୁ ଭଲା ପ୍ରିୟାଙ୍କ କୋମଳ କରପଲ୍ଲବ ତ୍ୟାଗ କରି ଜଳରେ ମଗ୍ନ ହୋଇ ତୋର କଲଭ ହେଲା ? ଅଥବା ତୋତେ ତିରସ୍କାର କରିବା ଅନ୍ୟାୟ କାରଣ ଅଚେତନ ପଦାର୍ଥ କଦାପି ଗୁଣଗ୍ରହଣ କରି ନ ପାରେ, ନୋହିଲେ ଆମ୍ଭେ ବା କି ନିମିତ୍ତ ପ୍ରିୟାଙ୍କୁ ପରିତ୍ୟାଗ କଲୁଁ ? ଏହା କହି ଅଶ୍ରୁ ପୂର୍ଣ୍ଣ ନୟନରେ ଶକୁନ୍ତଳାକୁ ଉଦ୍ଦେଶ କରି କହିଲେ ପ୍ରିୟେ ! ଆମ୍ଭେ ତୁମ୍ଭଙ୍କୁ ଅକାରଣରେ ପରିତ୍ୟାଗ କରିଅଛୁଁ, ଅନୁତାପାନଳରେ ଆମ୍ଭର ହୃଦୟ ଦଗ୍ଧ ହୋଇ ଯାଉଅଛି, ଦର୍ଶନ ଦେଇ ପ୍ରାଣରକ୍ଷା କର ।

(3) ମେଘର ଉତ୍ପତ୍ତି, ବାୟୁର ଶୈତ୍ୟ ଓ ଉଷ୍ଣତ୍ୱ ଉପରେ ଅତ୍ୟନ୍ତ ନିର୍ଭର କରେ । ଜଳ ଯେତେ ଉତ୍ତପ୍ତ ହୁଏ, ସେଥିରୁ ତେତେ ବାଷ୍ପ ଉଠୁଥାଏ । ଏନିମନ୍ତେ ପ୍ରଚଣ୍ଡ ଗ୍ରୀଷ୍ମ ସମୟରେ ଅଧିକ ବାଷ୍ପ ଉତ୍ପନ୍ନ ହୋଇ ଅଧିକ ଦୂର ଉତ୍ଥିତ ହୁଏ । ସେହି ସବୁ ବାଷ୍ପ ଉପରିସ୍ଥିତ ବାୟୁ ସହିତ

ମିଳିତ ହୋଇ ଥାଏ , ଅତ୍ୟନ୍ତ ଲଘୁ ବୋଲି ଦେଖା ଯାଏ ନାହିଁ । ଏହିରୂପ ସମୂହ ବାଷ୍ପ-ରାଶି ଆକାଶ ମଣ୍ଡଳରେ ବିକ୍ଷିପ୍ତ ହୋଇଅଛି ଏମନ୍ତ ସମୟରେ ଯଦ୍ୟପି କୌଣସି ଦିଗରୁ ଶୀତଳ ବାୟୁ ପ୍ରବାହିତ ହୋଇ ତାହା ସହିତରେ ମିଳିତ ହୁଏ ତାହା ହେଲେ ସେହି ସବୁ ବାଷ୍ପ ଘନୀଭୂତ ହୋଇ ମେଘ ଜନ୍ମେ ।

III. Write an Essay in Uriya on "*The Sea in its relation to Commerce and Civilization.*"

SATURDAY, 17TH DECEMBER, 10 A.M. TO 1 P.M.

FRENCH: TEXT-BOOKS AND GRAMMAR.

I (1) Give the plural of bétail, travail, bijou, clou, chef-lieu, arc-en-ciel, vice-amiral, porte-étendard.

(2) Give the third person singular of the present and imperfect of the subjunctive of the following verbs:—aller, mourir, falloir, devoir, pouvoir, savoir, pleuvoir, valoir.

(3) Give the first person singular and plural of the indicative present of s'enquérir, se vêtir, bouillir, hair, résoudre, s'asseoir, s'émouvoir, valoir.

(4) Construct sentences illustrating the difference of meaning of the following words:—béni, bénit; cieux, ciels; absous, absolu; avant, auparavant, devant; fleurissant, florissant.

II. Rewrite the following, correcting anything you consider wrong:—

(1) *Tout autre* place qu'un trône eût été indigne d'elle. Elle était *tout autre. Tout fatigante* que soit la promenade, vous devez vous y astreindre. *Tout intéressante* que soit la lecture, vous devez vous en priver.

(2) *Quel que* soient vos chagrins. *Quel que* cuisants que soient vos chagrins. *Quel que* douloureuses que soient ces opérations. *Quel que* paroles que je prononce. *Quel que* soient les paroles que je prononce.

(3) Les livres que j'ai *lu*. Elles se sont *repenti* de leur fautes. Les pages que *j'ai fait* imprimer. Je les ai *fait* se retirer. Les enfants que j'ai *vu* jouer. Les fruits que *j'ai vu* cueillir. Les fruits que *j'ai vu* mûrir.

III. Translate into French:

(1) The Thames, in the bed of which myriads of fish are playing. The Thames, whose bed is so large. The prince, whose protection is so powerful. The prince, to whose protection I owe my place.

(2) Are you a mother? *I am.* Are you his mother? *I am.* Are you the persons he spoke of? *We are.* She is jealous of her authority and she must be so.

(3) He does nothing but laugh. I will have this chair taken to your room. It is a twelve month since I saw you.

(4) Render into French (in words not figures) the following:—In the year 100; 1000; 1001; 1874; 1799.

IV. Translate into English:—

On frappe à la porte. *On* dit que vous allez partir pour l'Europe. *On* se servait jadis de feuilles d'arbre pour écrire. A peine y eus-je été cinq minutes qu'il arriva.

V. Point out what you consider as obsolete forms in the following sentences from Me. de Sévigné, and give the present forms:—

Votre santé va devant toutes choses. C'est là où Dieu l'appelle.

Les plus sages se tirent d'affaire par un altitude ou par imposer silence.

Il reviendront sans avoir vu aucuns ennemis.

Il mande la mort du jeune d'Hocquincourt et qu'il enverra d'autres nouvelles.

VI. Give a short *résumé* of the four cantos of "*L'Art Poétique.*"

What does Boileau say about the old French poets? Is his criticism on them fair?

VII. (1) Point out the different monologues that occur in "*Cinna.*" What are their use, defects, and literary beauties?

(2) Point out the passages in which Corneille displays his power of eloquence.

(3) Give an account of August's character.

SATURDAY, 17TH DECEMBER, 2 TO 5 P.M.

FRENCH: TRANSLATION.

I. Translate into English:

(1) Travaillez à loisir, quelque ordre qui vous presse,
Et ne vous piquez pas d'une folle vitesse:
Un style si rapide, et qui court en rimant,
Marque moins trop d'esprit que peu de jugement.
J'aime mieux un ruisseau qui sur la molle arène,
Dans un pré plein de fleurs lentement se promène,
Qu'un torrent débordé qui, d'un cours orageux,
Roule, plein de gravier, sur un terrain fangeux.
Hâtez-vous lentement, et sans perdre courage
Vingt fois sur le métier remettez votre ouvrage.
Polissez-le sans cesse et le repolissez;
Ajoutez quelquefois et souvent effacez.

(2) On dirait que pour plaire, instruit par la nature,
Homère ait à Vénus dérobé sa ceinture.
Son livre est d'agréments un fertile trésor:
Tout ce qu'il a touché se convertit en or;

Tout reçoit dans ses mains une nouvelle grâce ;
Partout il divertit et jamais il ne lasse.
Une heureuse chaleur anime ses discours :
Il ne s'égare point en de trop long détours.

II. Translate into English :

Plût aux Dieux que vous-même eussiez vu de quel zèle
Cette troupe entreprend une action si belle !
Au seul nom de César, d'Auguste et d'empereur
Vous eussiez vu leurs yeux s'enflammer de fureur,
Et dans un même instant, par un effet contraire
Leur front pâlir d'horreur et rougir de colère.
Amis, leur ai-je dit, voici le jour heureux
Qui doit conclure enfin nos desseins généreux.
Le ciel entre nos mains a mis le sort de Rome
Et son salut dépend de la perte d'un homme.

III. Translate into English :

(1) Le roi se mêle depuis peu de faire des vers : MM. de Saint-Aignan et Dangeau lui apprennent comment il faut s'y prendre. Il fit l'autre jour un petit madrigal que lui-même ne trouva pas trop joli. Un matin il dit au maréchal de Gramont : " M. le maréchal, je vous prie, lisez ce petit madrigal, et voyez si vous en avez jamais vu un si impertinent. Parce qu'on sait que depuis peu j'aime les vers, on m'en apporte de toutes les façons." Le maréchal, après avoir lu, dit au Roi : " Sire, Votre Majesté juge divinement bien de toutes choses ; il est vrai que voilà le plus sot et le plus ridicule madrigal que j'aie jamais lu." Le roi se mit à rire et lui dit : " N'est-il pas vrai que celui qui l'a fait est bien fat ? " " Sire, il n'y a pas moyen de lui donner un autre nom." " Oh bien ! " dit le Roi, " je suis ravi que vous m'en ayez parlé si bonnement ; c'est moi qui l'ai fait " " Ah ! sire, quelle trahison ! que Votre Majesté me le rende ; je l'ai lu brusquement." " Non, M. le maréchal, les premiers sentiments sont toujours les plus naturels." Le Roi a fort ri de cette folie, et tout le monde trouve que voilà la plus cruelle petite chose que l'on puisse faire à un vieux courtisan.

(2) Vous savez qu'on fait les foins : je n'avais pas d'ouvriers ; j'envoie dans cette prairie que les poètes ont célébrée, prendre tous ceux qui travaillaient, pour venir nettoyer ici : vous n'y voyez encore goutte ; et en leur place, j'envoie mes gens faner. Savez-vous ce que c'est que faner ? Il faut que je vous l'explique ; faner est la plus jolie chose du monde, c'est retourner du foin en batifolant dans une prairie ; dès qu'on en sait tant, on sait faner. Tous mes gens y allèrent gaiement ; le seul Picard me vint dire qu'il n'irait pas, qu'il n'était pas entré à mon service pour cela, que ce n'était pas son métier, et qu'il aimait mieux s'en aller à Paris. Ma foi ! la colère me monte à la tête. Je songeai que c'était la centième sottise qu'il m'avait faite. Je l'ai pris au mot, et quoiqu'on m'ait pu dire pour lui je suis demeurée ferme comme un rocher, et il est parti.

IV. Translate into English :

(1) Quel que soit le souci que ta jeunesse endure
Laisse-la s'élargir cette sainte blessure
Que le noir séraphin t'a faite au fond du cœur.
Rien ne nous fait si grands qu'une grande douleur,
Mais pour en être atteint, ne crois pas, ô Poète,
Que ta voix ici-bas doive rester muette ;
Les plus désespérés sont les chants les plus beaux,
Et j'en sais d'immortels qui sont de purs sanglots.

(2) Madame de Stael mourut en causant : en vain, depuis plusieurs jours, ses parents, voyant arriver le fatal dénoûment, voulaient-ils écarter les visiteurs de son lit d'agonie : " Laissez, laissez entrer," disait-elle d'une voix fiévreuse, " j'ai soif du visage humain ! " Ce mot profond et presque terrible exprime une des plus ardentes passions de notre temps ; nous avons tous soif du visage humain ; arrêtez-vous chez les marchands d'estampes, voyez quelle foule se presse devant les vitrines à expositions photographiques. Est-ce pure curiosité ? Simple amour de distraction ? Frivole désœuvrement ? Non. Nous avons soif du visage humain, parce que nous avons soif de l'âme humaine."

V. Translate into French :

(1) Roll on thou deep and dark blue ocean—roll !
Ten thousand fleets sweep over thee in vain ;
Man marks the earth with ruin—his control
Stops with the shore ;—upon the watery plain
The wrecks are all thy deed, nor doth remain
A shadow of man's ravage, save his own,
When for a moment, like a drop of rain,
He sinks into thy depths with bubbling groan,
Without a grave, unknell'd, uncoffin'd, and unknown.

(2) The love which survives the tomb is one of the noblest attributes of the soul. If it has its woes, it has likewise its delights ; and when the overwhelming burst of grief is calmed into the gentle tear of recollection, when the sudden anguish and the convulsive agony over the present ruins of all that we most loved, is softened away into pensive meditation on all that it was in the days of its loveliness—who would root out such a sorrow from the heart ? . . . . . No ; there is a voice from the tomb sweeter than song. There is a remembrance of the dead to which we turn even from the charm of the living. Oh ! the grave ! the grave ! It buries every error—covers every defect—extinguishes every resentment ; from its peaceful bosom, spring none but fond regrets and tender recollections.

MONDAY, 19TH DECEMBER, 10 A.M. TO 1 P.M.

ALGEBRA AND GEOMETRY.

I. Prove that triangles on the same base and between the same parallels are equal in area. State the converse of this proposition.

D and E are the middle points of the sides AB, AC of a triangle ABC, and CD, BE meet in F. Prove that the triangle BFC is one third of the triangle ABC.

II. Divide a given finite straight line into two parts so that the rectangle under the whole and one of the parts shall be equal to the square on the other part.

III. Prove that the angles in the same segment of a circle are equal.

The perpendiculars of a triangle ABC meet the circumscribed circle in D, E, F, respectively. Show that AD, BE, CF bisect the angles of the triangle DEF.

IV. Show how to inscribe a regular hexagon in a given circle.

V. Define *similar rectilineal figures;* and prove that the sides about the equal angles of equiangular triangles are proportional, those opposite to the equal angles being homologous.

AB is a diameter of a circle, C any point in the circumference. From any point P in AB, PF is drawn perpendicular to AB meeting the circumference of the circle in F, and CA, CB in D and E respectively. Prove that $PF^2 = PD. PE$.

VI. Find when $x^n + y^n$ is divisible by $x + y$.

Show that

$$b^3 (a^3 + b^3 - c^3) + 3b^4 (a - c)^2 + 3b^3 (b^2 - ac) (a - c)$$

is a perfect cube.

Resolve into simple factors the expression

$$(y^3 + 1) (x^2 + x + 1) (x + 1) - (x^3 + 1) (y^2 + y + 1) (y + 1).$$

VII. State the axioms on which operations with equations depend.

Solve the equations

$$(1) \quad \frac{1 - \sqrt{x^2 - 1}}{1 + \sqrt{x^2 - 1}} = \frac{x - \sqrt{x^2 + 8}}{x + \sqrt{x^2 + 8}}.$$

$$(2) \quad x^2 + y^2 + x + y = 26$$
$$4 (x + y) = 3xy$$

VIII. If $\frac{a}{b} = \frac{c}{d} = \frac{e}{f}$, prove that each of these ratios is equal to $\left(\frac{a^3 - 3ace + e^3}{b^3 - 3bdf + f^3}\right)^{\frac{1}{3}}$.

If $\frac{a}{y+z} = \frac{b}{z+x} = \frac{c}{x+y}$, prove that $\frac{a(b-c)}{y^2-z^2}$ $= \frac{b(c-a)}{z^2-x^2} = \frac{c(a-b)}{x^2-y^2}$.

IX. Show how to insert a given number of arithmetic means between two given quantities.

The p^{th} term of an A.P. is a and the q^{th} term is b. Show that the sum of the first $p + q$ terms is

$$\frac{p+q}{2}\left\{a + b + \frac{a-b}{p-q}.\right\}$$

X. Show how to find the number of combinations of n things taken r together.

In how many ways could a party of 2 ladies and 3 gentlemen be chosen from a company consisting of 5 ladies and 8 gentlemen?

XI. Prove the Binomial Theorem for a positive integral exponent.

Find the coefficient of x^r in the expansion of $\frac{(1+x)^2}{(1-2x)^3}$.

MONDAY, 19TH DECEMBER, 2 TO 5 P.M.

TRIGONOMETRY AND EUCLID, BOOK XI.

I. (1) The angle subtended at the centre of a circle by an arc equal to the radius is invariable.

(2) CD, EF are two *equal* arcs measured on the circumferences of two circles, whose centres are A, B, and whose diameters are respectively 79 and 98 feet. Given that the angle EBF contains 26° 4′ 12″, find the number of degrees in the angle CAD.

II. (1) Find a general expression for all angles that have a given cosine.

(2) Write down all the angles that satisfy the equation $\sin 2\theta = \cos\frac{1}{2}\theta$.

III. (1) Prove geometrically that $\tan(A+B) = \frac{\tan A + \tan B}{1 - \tan A \tan B}$.

(2) If $\tan 26°34' = \frac{1}{2}$, find the value of the acute angle whose tangent is $\frac{1}{3}$.

(3) If $\cos a = \cot b \cot \frac{b}{2}$, show that $\cos b = \cot a \tan \frac{a}{2}$.

IV. (1) Given the logarithm of a number to the base e, find its logarithm to the base 10.

(2) Assuming the series for $\log_e (1 + x)$, obtain the formula

$$\log_{10}(n+1) - \log_{10} n = 2M \left\{ \frac{1}{2n+1} + \frac{1}{3(2n+1)^3} + \frac{1}{5(2n+1)^5} + \dots \right\}$$

(3) Prove that $\log_e \left(\frac{\sqrt{3}}{2}\right) = \bar{1}\cdot 85616.$

V. (1) Show that, in any triangle, $\cos A = \frac{b^2 + c^2 - a^2}{2bc}$.

(2) AA′, BB′, CC′ are the perpendiculars from the angles of a triangle ABC upon the sides, meeting them in A′, B′, C′ respectively: if $(a, b, c,)$ (a', b', c') be the sides of the triangles ABC, A′B′C′ respectively, prove that

$$\left(\frac{a'}{a}\right)^2 + \left(\frac{b'}{b}\right)^2 + \left(\frac{c'}{c}\right) + \frac{\Delta A'B'C'}{\Delta ABC} = 1.$$

VI. If r be the radius of the inscribed circle, and r_1, r_2, r^3 the radii of the escribed circles of the triangles ABC, prove that

$$r = \frac{a \sin \frac{1}{2}B \sin \frac{1}{2}C}{\cos \frac{1}{2}A}, \quad r_1 = \frac{a \cos \frac{1}{2}B \cos \frac{1}{2}C}{\cos \frac{1}{2}A}, \text{ and that}$$

$$a(r-r_2)(r-r_3) + b(r-r_3)(r-r_1) + c(r-r_1)(r-r_2) = abc.$$

VII. (1) Find the area of a regular polygon inscribed in a given circle, and thence deduce the area of the circle.

(2) When the circumference (c) of the circle is given, prove that its area $= \cdot 0796.\ c^2$

VIII. Show how to find the distance between two inaccessible objects on a horizontal plane, from observations made at two points in that plane.

IX. (1) Define a *right cone* and a *right cylinder*.

(2) Name the regular solids that are bounded by *equal equilateral* triangles, and state the number of edges, corners, and faces in each of them.

X. Straight lines parallel to the same straight line are parallel to one another.

XI. (1) If a solid angle be contained by three plane angles, show that the sum of these angles is less than four right angles.

(2) Three straight lines OA, OB, OC, are drawn from a given point O, so that the angles AOB and BOC are respectively 110° and 137°. What must be the value of the angle COA in order that the three lines may be in the same plane?

TUESDAY, 20TH DECEMBER, 10 A.M. TO NOON.

HISTORY OF ENGLAND.

I. Explain the political position of the various religious parties in England at the beginning of the Civil War and at its close.

II. Trace the history of religious liberty in England from the Restoration onwards, specifying, with dates, the chief acts of Parliament by which it was affected.

III. Describe the condition in which Cromwell found Ireland, and the policy he adopted for the settlement of that country.

IV. What is meant by the "balance of power"? Show that the maintenance of a balance of power in Europe was the chief aim of the foreign policy of William III.

V. Explain the circumstances that led to the war of the Austrian Succession, and give the terms of the treaty by which it was ended.

VI. (1) Explain the constitution and government of the American colonies before the Declaration of Independence.

(2) On what broad principle did the Americans base their opposition to the English demands?

(3) Point out some of the effects of American independence on England.

VII. (1) When, and in virtue of what treaties, did the following become British possessions:—(a) the Cape of Good Hope; (b) Ceylon; (c) St. Kitts; (d) New Brunswick; (e) Newfoundland; (f) Malta?

(2) When, and between whom, were the following battles fought?—(a) Lexington; (b) Maida; (c) Salamanca? (d) Oudenarde; (e) Aliwal; (f) Inkerman.

VIII. (1) Write short notes on (a) the *North Briton*; (b) the Berlin Decree; (c) the Freedom of Greece.

(2) With what events are the following names chiefly associated?—James Wolfe; William Wilberforce; Daniel O'Connell; Richard Cobden.

TUESDAY, 20TH DECEMBER, 12.5 TO 2.5 P.M.

HISTORY OF GREECE AND ROME.

I. Give a sketch of the constitution of Solon. By what policy did Pisistratus maintain his position of tyrant? Mention any other monarch who made use of a similar policy.

II. Give the dates of the various expeditions of the Persians against Greece, and a brief account of the decisive battles of each. Account for the ill-success of the Persians.

III. Give accounts of any two distinguished contemporaries of Pericles.

IV. What was the cause of the war between Thebes and Sparta? What part did Athens take in it, and how did it end?

V. Draw a map showing, by means of single, double, and triple lines, respectively, the territory subject to Rome at the epochs specified below:

(1) the beginning of the first Punic War;
(2) the tribunate of T. Gracchus;
(3) the death of Augustus.

VI. Explain the terms Prætor, Municipium, and Comitia Curiata. To what extent did membership in the Senate depend on election? What was meant by Nobiles and Equites, respectively, in the times of the Gracchi?

VII. Give an account of the campaigns of Marius against the northern barbarians.

VIII. Why was the murder of Cæsar a political blunder?

TUESDAY, 20TH DECEMBER, 3 TO 5 P.M.

LOGIC.

I. Distinguish between the connotation and denotation of a term, and exemplify the principle that they 'vary in inverse proportion.'

II. What is logical division? State the rules to which it should conform. Criticise the following: 'Terms are divided into *concrete, singular, positive* and *abstract*.'

III. Exemplify the different kinds of opposition of propositions and point out clearly the difference between contrary and contradictory opposition.

IV. When is a proposition said to be converted? By what rule would you test whether the converse follows from the convertend? Why is *O* considered to be inconvertible? From 'none but whites are civilised' draw an inference with *non-whites* as subject and one with *non-civilised* as subject.

V. Give an example of a disjunctive syllogism and reduce it to its equivalent conditional.

VI. What is a *Sorites?* Taking an example of the ordinary (or Aristotelian) sorites, analyse it into its constituent syllogisms, and deduce its special rules from the special canons of the first figure.

VII. Syllogisms:

(1) Show that *O* cannot be a premise in the fourth figure. (2) What does *p* denote in *Darapti* and what in *Bramantip?* (3) Apply the indirect method of reduction to prove *Camestres* and *Feriso*. (4) Reduce *Bocardo* to the second figure. (5) Show that if the middle term be the subject of the major premise the minor premise must be affirmative.

VIII. Give an example of each of the following fallacies:—

(1) 'Denying the antecedent.' (2) 'Undistributed middle.' (3) 'Illicit process of the major.' (4) 'Four terms.'

B.A. DEGREE EXAMINATION, 1887-88.

LANGUAGE BRANCH

MONDAY, 21ST NOVEMBER, 10 A.M. TO 1 P.M.

ENGLISH POETRY.

I. (1) Give a sketch of the character of *Enobarbus*, pointing out the share which he takes in the action of the drama, and referring to incidents in the play in illustration of your remarks.

(2) Estimate the character of Antony as exhibited by Shakespeare in the plays of *Julius Cæsar* and *Antony and Cleopatra* respectively.

(3) Narrate briefly the historical events upon which the drama is founded, from the meeting of the triumvirs at Misenum to the end of the battle of Actium.

II. (1) The *Rape of the Lock* has been called an "Epic of Society." Explain what is meant by this.

(2) Pope says, "The machinery is a term invented by the critics." Explain the origin of the term, and state what it was intended to signify. Describe the machinery in the *Rape of the Lock*.

(3) Quote the opinions of *Johnson* and *Addison* on this poem.

III. (1) Sir Henry Wotton wrote to Milton with reference to *Comus*, "I should much commend the tragical part, if the lyrical did not ravish me with a certain Doric delicacy." Illustrate this remark by a short criticism of the poem.

(2) "The Lady is fixed in her chair by the incantations of Comus, and then plied with arguments enforcing the Epicurean view of life—'Let us eat and drink, for to-morrow we die.' In austere language she refutes these sophistries."

Give the substance of the arguments of Comus and of the Lady's refutation, illustrating by quotation where you can.

(3) Give the moral of *Comus* in the words of the poem itself.

IV. (1) Paraphrase the following passages, adding explanatory or critical notes on the italicised words or phrases:—

(a) *Cleo.* Saucy *lictors*
Will catch at us; and scald rhymers
Ballad us out o'tune, the quick comedians
Extemporally will stage us, and present
Our Alexandrian revels; Antony
Shall be brought drunken forth, and I shall see
Some squeaking Cleopatra boy my greatness.

(b) Stay thy cloudy ebon chair
Wherein thou rid'st with *Hecat'*, and befriend
Us thy vowed priests ; till utmost end
Of all thy vows be done, and none left out ;
'Ere the blabbing eastern scout,
The nice morn on th' Indian steep,
From her *cabin'd loop-hole* peep,
And to the tell-tale sun descry
Our conceal'd solemnity.

(2) Explain—

(a) Darkling stand the varying shore o' the world.
(b) And, though she plays no more, o'erlooks the cards.
(c) The passions * * * *
Possess'd beyond the muse's painting.
(d) Deposite her sair-won penny-fee.
(e) And aft he's prest and aft he ca's it guid.
(f) The green earth's end
Where the bowed welkin slow doth bend.
(g) Unmoulding reason's mintage
Charactered in her face.
(h) What counts hard fortune casts upon my face.

(3) Give the meanings of—(a) blate and laithfu' ; (b) printless feet; (c) to bolt arguments; (d) unprincipled in virtue's book; (e) every virtuous plant; (f) bliss in our brow's bent; (g) if report be square to her; (h) this creature's no such thing; (i) the tokened pestilence ; (j) the worm will do his kind.

V. (1) On what principle, or rule, of word-formation is each of the following compound adjectives formed? (a) *white-handed ;* (b) *coral-paven ;* (c) *solemn-breathing.*

(2) With what meanings different from the present are the following words used by Shakespeare in your text? Both the meanings should be given :—

competitor ; curious ; appeal ; distraction ; regiment.

(3) Criticise, with special reference to Elizabethan, as contrasted with modern, usage, the grammar of the following passages :—

(a) What our contempt doth often hurl from us,
We wish it ours again.
(b) 'Tis exactly valued ; not petty things admitted.
(c) Haply you shall not see me more ; or if,
A mangled shadow.
(d) Equality of two domestic powers
Breed scrupulous faction.

(4) Mark distinctly the scansion of the following lines, and state the principle or principles of Elizabethan prosody applicable to each line :—

(a) Looking for Antony. But all the charms of love.
(b) The good Gods will mock me presently.

(c) Frighted each other? Why should he follow?
(d) Whip him. Were't twenty of the greatest tributaries.

VI. (1) What is the meaning of the epithet *sphere-descended* maid? and why is it applied to music? What similar expression does Milton use? and to whom does he apply it?

(2) Explain the line—

" How Rome her own sad sepulchre appears."

Quote a similar expression from Milton.

(3) Spenser says—

" Of Courts it seems men courtesie do call,
For that it there most useth to abound."

Quote Milton's opinion on the appropriateness of this derivation.

(4) Explain, with special reference to the context:—

" Poor Vadius, long with learned spleen devoured,
Can take no pleasure since his shield was scoured."

(5) Who are called "*great fairy*" and "*Arabian bird*" respectively? Justify the appropriateness of the epithets.

(6) Who was *Herod of Jury?* Explain how so many references to him occur in Elizabethan dramas.

MONDAY, 21ST NOVEMBER, 2 TO 5 P.M.

ENGLISH PROSE.

I. Write a prefatory note to the *Areopagitica* (under the following four heads), stating—

(1) what led Milton to select the title,
(2) the form in which it is cast,
(3) the circumstances which led to its publication,
(4) the year in which it was written.

II. (1) Give the heads of Milton's arguments to show that "this order avails nothing to the suppressing of seditious and libellous books."

(2) What is the only condition that Milton would require for regulating the Press?

III. (1) Explain the following passages:—

(a) What advantage is it to be a man over it is to be a boy at school, if we have only scapt the ferular to come under the fescu of an *Imprimatur?*

(b) Not he who takes up armes for cote and conduct and his four nobles of Danegelt.

(c) The temple of *Janus* with his two *controversal* faces might now not unsignificantly be set open.

(2) The legend of Isis and Osiris, and the work of building the temple at Jerusalem are employed for purposes of illustration.

Explain briefly the application that has been made of each by Milton.

(3) In what sense are the following employed in the text:—*elegant*, *obsequies*, *mysteries*, *perfunctory* (manner), *exquisite* (reason)?

IV. (1) Johnson's *Lives of the Poets* occupies almost a unique position in the History of English Literature. What are its special claims on the attention of a student of this Literature?

(2) In Macaulay's opinion "the very worst beyond all doubt" is the Life of Gray. What reasons does Arnold give for including this Life in his selections?

V. (1) Explain—

(*a*) "Swift's style is well-suited to his thoughts."

(*b*) "Johnson entered on his vocation in the most dreary part of the dreary interval which separated two ages of prosperity."

(2) Briefly summarise Johnson's arguments in support of his statement that Pope's *Iliad* is a "poetical wonder which no age or nation can pretend to equal."

(3) Arnold remarks of Pope that he was a mighty worker for the age of prose. Define his meaning.

(4) Quote the stanza from Gray's *Elegy* which Johnson praises as original.

VI. (1) Compare Dryden and Pope as poets, showing the influence that the former had on the latter.

(2) Give the substance of Johnson's reply to those who would deny that Pope was a poet.

VII. Bring out the meaning of—

(1) We had many books to teach our more important duties * * * but an *arbiter elegantiarum* was wanting.

(2) If his language had been less idiomatical, it might have lost somewhat of its genuine Anglicism.

(3) He could draw bills for £1,000, though he had not a guinea in his pocket.

(4) No man was ever written down but by himself.

VIII. (1) Show how the following extracts bear upon matters referred to in the text:—

(*a*) "Is not a patron, my Lord, one who looks with unconcern on a man struggling for life in the water, and, when he has reached ground, encumbers him with his help?"

(*b*) He for subscribers baits his hook:
He takes the cash, but where's the book?

(*c*) The most perfect man has vices enough to draw down punishments upon his head, and to justify Providence in regard to any miseries that may befal him. For this reason I cannot think but that the instruction and moral are much finer where a man who is virtuous in the main of his character falls into distress and sinks under the blows of fortune at the end of a tragedy than when he is represented as happy and triumphant.

(2) Apply Johnson's method of criticism to the following:—

(*a*) Of Orpheus now no more let poets tell,

To bright Cecilia greater power is giv'n:
His numbers rais'd a shade from Hell,
Hers lift the soul to Heaven.

(b) O'er Idalia's velvet-green
The rosy-crowned loves are seen.

(3) Give the names of the authors and the works from which the extracts in (a) and (b) are taken.

IX. (1) From what sources did Scott draw his materials for the *Essay on Chivalry?*

(2) The education given to a page was intended to secure the formation of certain special habits of mind. What were they?

(3) What characteristics of modern society are traceable to the influence of Chivalry?

X. (1) Hallam remarks: "The soul of chivalry was *individual* honour * * * *not even to be shared with an army or nation;*" and also "the crusaders *changed in more than one respect the character of chivalry*" Illustrate these statements from Scott.

(2) Explain—

(a) He said his orisons every day, a nocturn of the psalter * * and a *dirge.*

(b) The intercourse with Italy, so fatal to France in many respects, failed not to imbue her nobility with the politics of Machiavel.

(3) Explain the phrases—

Preux chevalier, to win one's spurs, to train to the menage, the accolade.

(4) Write brief explanatory notes on—The *Sagas, fabliau, judgments of God, Lady Bountifuls of the last generation.*

XI. (1) Professor Minto remarks that "Macaulay's sentence-structure is modelled to a considerable degree" on Johnson's. Compare and contrast the styles of these two writers in this respect.

(2) Point out in what respects the structure of the following sentence from the *Areopagitica* differs from the modern style:—

We stumble and are impatient at the least dividing of one visible congregation from another, though it be not in fundamentals; and through our forwardness to suppresse, and our backwardness to recover any enthrall'd piece of truth out of the gripe of custom, we care not to keep truth separated from truth, which is the fiercest rent and disunion of all.

TUESDAY, 22ND NOVEMBER, 10 A.M. TO 1 P.M.

ENGLISH LANGUAGE.

I. (a) Paraphrase—

I will not praise the often-flattered rose,
Or virgin-like, with blushing charms half seen,
Or when, in dazzling splendour, like a queen,
All her magnificence of state she shows;

No, nor that nun-like lily which but blows
Beneath the valley's cool and shady screen;
Nor yet the sun-flower, that with warrior mien
Still eyes the orb of glory where it glows;
But thou, neglected Wall-flower! to my breast
And Muse art dearest, mildest, sweetest flower!
To whom alone the privilege is given
Proudly to root thyself above the rest,
As Genius does, and from thy rocky tower
Lend fragrance to the purest breath of heaven.

(2) Rewrite the following in modern English:—

But o word, lordinges, herkneth, er I go:—
It were ful hard to fynde now a dayes
In al a toun Grisildes thre or two;
For if that they were put to swiche assayes,
The gold of hem hath now so badde alayes
With bras, that though the coyne be faire at eye,
It wolde rather breste a two than plye.

II. (1) Show the extent to which the English (or Anglo-Saxon) and French languages were respectively in use in England during the three centuries following the Norman conquest.

(2) The per-centage of Anglo-Saxon words in the pages of a standard author is not the same as the per-centage in a dictionary: the per-centage of Anglo-Saxon words in poetry is not the same as the per-centage in a treatise on Morals. Account for these facts.

III. (1) The following twelve words are derived from six roots, two from each root. Arrange those that have the same root in pairs:—Assess; auburn; brandy; buxom; dialect; elbow; eulogy; foundry; profuse; Riding (Yorkshire); subsidy; thirty. State what idea in the root is common to each pair

(2) Write short notes on the history, etymology or use of the following words:—boycot; chartist; euphuist; mausoleum; pasquinade; tariff.

(3) Some words have a wider meaning than formerly; some a narrower. Give three examples of each.

(4) How can you tell the difference between a word that has come directly from the Latin and one that has come from the same root indirectly through the French. Illustrate your answer by examples.

IV. (1) How were *you* and *ye* used in old English?

(2) What is the meaning of the word "absolute" in the phrase "case absolute?" Name the absolute case in old English and in modern English respectively, and exemplify each by quotation.

(3) Name the forms through which the infinitive has passed giving approximate dates.

(4) When did *she*, *they*, *it* come into use? What were the earlier forms?

(5) Write short etymological notes on—fôster, naught, nearer, upmost.

(6) Suggest one reason for the use of adjectives as adverbs by Elizabethan writers.

V. Explain briefly any *six* of the following, and write six sentences introducing them in an appropriate manner:—

a man of straw; to rob Peter to pay Paul; to practice a Fabian policy; to cross the Rubicon; the country was at his back; to be still in leading strings; to eat one's words; notorious to a proverb.

VI. (1) Give a short account of any *four* of the following:—

The Dunciad; The Rosciad; The History of European Morals; Romaunt of the Rose; *Annus Mirabilis;* Dr. Faustus; Rokeby; The Vicar of Wakefield; Lycidas; The Ancient Mariner.

(2) Write a few lines on any six of the following:—

Friday; Sir Giles Overreach; Pecksniff; Major Pendennis; Medora; Dinah Morris; Una; Wamba; The Wife of Bath; Tony Lumpkin.

(3) Name three English historians—one from the seventeenth, eighteenth, and nineteenth centuries respectively—and give a short account of their works.

VII. What are the leading characteristics of the two schools of Poetry represented by Pope and Wordsworth respectively?

VIII. Show, by contrasting any two periods of English History, the manner in which the state of the times—religion, manners, laws, &c.,—acts upon literature.

TUESDAY, 22ND NOVEMBER, 2 TO 3-30 P.M.

COMPOSITION.

[*N.B.—Two-thirds of the maximum number of marks will be assigned to the Essay.*]

I. Write an Essay on *one* of the following subjects:—

(1) Law as a profession.

(2) Literature as a profession.

II. Write a brief exposition of the thought contained in *one* of the following extracts:—

(1) The world knows nothing of its greatest men.—H. TAYLOR.

(2) Peace hath her victories
No less renowned than war.—MILTON.

WEDNESDAY, 23RD NOVEMBER, 10 A.M. TO 1 P.M.

SANSKRIT : TEXT-BOOKS AND GRAMMAR.

I. Give a Sanskrit abstract, as short as possible, of the story contained in your portion of the Kādambarī.

II. Paraphrase :

(1) त्रैयक्षात्किंस्विदक्ष्णः क्षयसमयशिखी निर्गतश्च-
श्चदर्चिः
किंस्विद्दिव्यार्णवानामुपरि परिणतः सर्वतोऽप्यौ-
र्ववह्निः ।
किंस्वित्कालाग्निरुद्रः स्थगयति जगतीमेष पाताल-
मूला
दा शातं धाम्नि वारां रघूपतिविशिखाः प्रज्वलन्तः
पतन्ति ॥

(2) यद्बद्धो नागपाशैः प्रचुरतमतमःश्यामले रात्रिमध्ये
यद्युद्धं यन्नभस्तः शरपतनविधिर्मायया च्छन्नमूर्त्तेः
यद्वाक्तिर्मन्त्राजिह्वे प्रसराति च रथं नित्यजैत्रं सुवाने
तन्मन्ये मेघनादोऽप्यनुभवति भयं राघवाद्दुस्समन्तः ॥

III. Explain clearly the meaning of the following :—

(1) धीमान्पुमानयमिति स्तुवता जनेन
न्यासीकृता ननु सनिर्वृति यत्र दाराः ।
तस्य च्छलादपि परापहृतेषु तेषु
कुक्षत्रियप्रहरणानि विडम्बनाय ॥

(2) अन्ययोगव्यवच्छेदादुपास्ते यदरुन्धती ।
संविभक्तन्त्वया पुत्रि तत्संप्रति सतीव्रतम् ॥

IV. Rewrite in Sanskrit :

परिमिलिअवलोमुहपडिक्वलिज्जन्ते णिसायरसेणे सुणी-कइअ दिअन्तराइं समकालपधाविएहिं पवङ्गमेहिं पडिक्खदशि-लुच्चआणं दससहस्सेहिं पुरीआ सा सेउखण्डी। उत्तीणअ सम्पुण्णं वाणराणीअं दिण्णो लङ्काउरीए सण्णाहपडहो वज्जियाइं पुरन्दरजआणीदाइं समरतूराइं पढिआ रावणरणभोगावली बान्दि-विन्देहिं गीअं च केलासुद्धरणपमुहं चरिदुच्चयं चारणगणेहिं वाणरपडिपक्खभावेण अ सुणिज्जन्ति पयट्टहासाइं रक्खसीणं वअणाइं ताकुणह जहजह काअव्वम्॥

V. (1) What are the suffixes at the end of the following words, and what are the meanings conveyed by them :—दन्तुर, कौक्षेयक, पर्यङ्किका, अश्रुतचर, शीर्षच्छेद्य, आर्वण, निद्रालु, कौलेयक, घस्मर, मेदुर and पथ्य.

(2) Give the different causal forms with their meanings of वा, ली, इ, भी, शद्, (only the 3rd person singular present tense need be given.)

VI. By whom, and in what connexion, was each of the following spoken :—

(1) किंबोही अइकुमारो जइ सलिले सिलाहिं उत्तरीअदि अलाबूहिं वा णिमज्जीअइ.

(2) कहं अज्जेण दिण्णोजलञ्जली लज्जादेवीए.

(3) स खल्वयस्कान्तमणेरनुभावो यदयो द्रवति.

(4) मतिः परिणमन्ती पुरुषमुदात्तयति न वयः.

(5) जलं जलसम्पृक्तं महाजलाय कल्पते

(6) प्रतिकूलं हि दैवं प्रारब्धमपि कार्यं विपर्यासयति.

(7) परिपालना हि भृत्यान् स्वामिनः स्मारयति न गुणग्रामः.

(8) ध्वान्तबन्दीकृतापीन्दोर्न कला जातु नीलति.

(9) सव्वोगुणेसुरज्जदिण सरीरेसु.

(10) आर्षं हि वचनं विभिन्नकर्तृकमपि न विसंवदति.

VII. (1) Write out the compounds of which the Vigrahas are given below :—

(*a*) नाकस्य+पन्थानम् (*b*) स्त्रिया पुंसा च (*c*) महतामा-श्रयं (*d*) महत्याश्रये (*e*) न विद्यते प्रजा यस्यास्तया (*f*) ऋचिसाम्नि च (*g*) पुरुषस्यायुषि (*h*) जायया पत्या च (*i*) अर्धेन ऋचः (*j*) अहनि दिवा च (*k*) द्वे अहनी (समाहृते) (*l*) सम्पच्च विपच्च (*m*) दण्डैश्च दण्डैश्च प्रहृत्येदं युद्धं प्रवृत्तं (*n*) मृतो भर्तायस्याः सा.

(2) Give the collective nouns derived from the following :—

स्त्री, भिक्षा, सहाय, वात, युवति, उक्षन्, केदार, ब्राह्मण धेनु.

N.B.—The candidate is to choose any two out of the following questions :—

VIII. Explain the Alankāras in the following :—

(1) किं अण्णेहिं विराधप्पहुदिविदरणादंबरुग्घट्टणेहिं
एदं ते वण्णभामो जलनिधिसविधावासिदे जं
तुमम्मि ।
वट्टन्ते रक्खसीणं तरलकरदलप्फारतुट्टन्तहारा
हारावक्कन्तकण्ठा णवणअणजलुप्पीलिणो विप्प-
लावा ॥

(2) ऊर्ध्वमुखै रर्कबिंबनिहितदृष्टिभिरूष्मपैस्तपोधनैरिव परिणीयमानतेजःप्रसरा विरलातपस्तनिमानम-भजत्

IX. (1) उत्पत्तिपरिपूतायाः किमस्याः पावनान्तरैः ।
तीर्थोदकञ्च वह्निश्च नान्यतः शुद्धिमर्हतः ॥

Quote from your text a passage containing the same thought as the above.

(2) Quote also Rāma's reply to सिंहनाद's challenge.

X. (1) Decline in Prākrit देव, गङ्गा and जो.

(2) Give the Sanskrit equivalents of the following —
गुरुणो, गाई, ममादो, तुज्झ, भणिज्जइ, भेत्तूण, रुक्खो, दह, वीसा.

XI. State what is faulty in the following (no more than six consecutive sentences need be chosen for correction) :—

(1) जयाशीर्भिस्तु तं विप्रो धर्मराजानमार्चयत्.

(2) राष्टं तवानुशासन्ति मन्त्रिणो भरतर्षभ.

(3) वार्ष्णेयः पांडवेयौ च प्रतस्थुर्मागधं प्रति.

(4) इजितुं राजसूयेन साधनान्युपचक्रमे.

(5) कर्मान्तरमुपासन्तो जजल्पुरमितौजसः.

(6) मा भैस्त्वं कुरुशार्दूल.

(7) प्रतिगृह्य च ता सुभ्रू नीलराज्ञः सुतां तदा चक्रे प्रसादं भगवान्

(8) त्वं वै ज्येष्ठो ज्यैष्ठिनेयः पुत्र मा पाण्डवान् द्विषः.

(9) निवृत्ते त्वयि राजेन्द्र मरिष्येऽहं न संशयः.

(10) नीलकण्ठं भवं स्थाणुं कपालिं त्रिपुरान्तकम् स्वप्ने द्रक्ष्यामि.

WEDNESDAY, 23RD NOVEMBER 1887—2 TO 5 P.M.

SANSKRIT: TRANSLATION.

I. Translate into Sanskrit—

(1) It was prettily devised of Æsop, the fly sat upon the axle-tree of a chariot-wheel, and said, "What a dust do I raise." So are there some vain persons, that whatever goeth alone or moveth upon greater means, if they have never so little hand in it, they think it is they that carry it.

(2) Lo, the sun has just risen, and the dew-drops, glittering with the thousand colours of the rainbow, hang like pearls from the rich foliage of the garden trees, and every now and then get up a momentary shower of rain, as the fitful morning breeze, heavy with the perfume of fresh-blossomed flowers, gently wafts the branches to and fro.

(3) Entangled in a hundred worldly snares,
Self-seeking men, by ignorance deluded,
Strive by unrighteous means to pile up riches.
Then, in their self-complacency, they say,
"This acquisition I have made to-day,
That will I gain to-morrow; so much pelf
Is hoarded up already, so much more
Remains that I have yet to treasure up.
I'm wealthy, noble, strong, successful, happy;
I am absolutely perfect; no one else
In all the world can be compared to me.
Such men befooled by endless vain conceits,
Caught in the meshes of the world's illusion,
Immersed in sensuality, descend
Down to the foulest hell of unclean spirits."

II. Translate into English—

(1) अनुपजातपक्षतया नातिस्थिरचरणसञ्चारस्य मुहुर्मुहुरधोमुखेनापततो मुहुस्तिर्य्यङ्निपतन्तमात्मानमेकया पक्षपाल्या सन्धारयतः क्षितितलसंसर्पणश्रमातुरस्य अनभ्यासवशादेकमपि दत्वा पदमनवरतमुन्मुखस्य स्थूलस्थूलं निश्वसतो धूलिधूसरस्य संसर्पतो ममाभून्मनसि "अतिकष्टासु दशास्वपि जीवितनिरपेक्षा न भवन्ति खलु जगति प्राणिनां वृत्तयः नास्ति जीवितादन्यदभिमततरमिह जगति जन्तूनाम् एवमुपरते सगृहीतनामनि ताते यदहमविकलेन्द्रियः पुनरेव प्राणिमि धिङ्मामकरुणमतिनिष्ठुरं

विसोढपितृमरणशोकदारुणं येन मया जीव्यते उपकृतमपि नापेक्षते खलं हि खलु मे हृदयम् । अहं हि लोकान्तरमुपगताया-म्म्बायां नियम्य शोकावेगमाप्रसवदिवसात्परिणतवयसापि सता तातेन तैस्तैरुपायैः संवर्द्धनक्लेशमतिमहान्तमपि स्नेहवशादगणयता यत्परिपालितस्तत्सर्वमेकपदे विस्मृतामिति ॥

(2) कपित्थः । विहस्य । णिरन्तरपसरन्तसरलकरवपुङ्खविकिरणेण विअडधअवडाआवेल्लिरपङ्कअपङ्कगेण दंसणागअसुरसुन्दरीचिक्कविमुक्कगारिङ्कमङ्कवेक्कणेण पढमं तणुईकदं रणरेणुचक्कवालं णिठुरप्पहाराकियकवन्धकन्धरारन्धणीसरन्तरुहिरधारधोरणीहिं करिकरखेलावल्लिअसीअरासारप्पसरेण अ णिव्भूणमिव मूलदो धूलिमण्डलम् ॥

दधित्थः । प्रशान्तरेणुनि रणाङ्गणे पुनः ससत्त्कमेव यशोधनमायोधनं शूराणाम् । विभाव्य । अये ।

महाप्रभावः समराङ्गणप्राणपरित्यागो वीरवर्गस्य यदप्सरसोऽपि स्वयंवरेणोपतिष्ठन्ते । यदुत

चण्डासिच्छेदलीलायितहतशिरसो दिव्यतांसन्दधाना
न्यञ्चद्भिः कण्ठकाण्डैः समरवशदृशः पूर्वसंस्कारशक्त्या ।
द्राग्दृष्ट्वा नाधमाद्यं सपदि विदधतः फालदानं विमाना-
द्धीराः स्वःसुन्दरीभिः किमिदमिति धृता बन्धुरैर्बाहुबन्धैः ॥

(3) रामचन्द्र ! इत इतोऽपि दृश्यतां द्रष्टव्यम् ।

यं नित्यं भगवान्प्रदक्षिणयति भ्राम्यत्प्रभाग्रेसर
ध्वान्त श्रेणिविभक्तवासरनिशाविन्यासरेखं रविः ।

धत्ते काञ्चन काञ्चनश्रियमसौ मेरुर्गिरीणांगुरु
दैवैः सार्द्धमधित्यकामधिवसत्यस्यामरग्रामणीः ॥
एतां पश्य पुरः सुमेरुशिखरे दम्भोलिपाणेःपुरीं
त्वत्कालोकनकौतुकोत्तरलितैर्व्यग्रा पुरन्ध्रीजनैः ।
यस्यास्तोरणगोपुरप्रणयिभिर्नामाङ्कितैर्मार्गणैः
पौलस्त्यस्य विनापि वर्णरचना न्यस्ता प्रशस्तिः
स्थिरा ॥

(4) अस्य तु । गमनमलसं शून्या दृष्टिः शरीरमसौष्ठवं
श्वसितमधिकं किं त्वेतत्स्यात्किमन्यदितोऽथ वा ।
भ्रमति भुवने कन्दर्पाज्ञा विकारि च यौवनम्,
ललितमधुरास्तेतेभावाःक्षिपन्ति च धीरताम् ॥

(5) नो मुष्णाम्यबलां विभूषणवतीं फुल्लामिवाहं लतां
विप्रस्वं न हरामि काञ्चनमथो यज्ञार्थमभ्युद्धृतम् ।
धात्र्युत्सङ्गगतं हरामि न तथा बालं धनार्थी क्वचित्
कार्याकार्यविचारिणी मम मतिश्चौर्येऽपि नित्यंस्थिता ॥

III. What, according to Weber, are the points of distinction that mark the second period of Sanskrit literature from the first?

IV. (1) Distinguish between Itihasas, Puranas and Kavyas and name a specimen of each class

(2) What is a Mahakavya? Enumerate the chief Mahākāvyas in the Sanskrit language.

V. To what class of literature do the leading works of the following authors belong —Bhartrihari, Patanjali, Amarasimha, Katyāyana and Jayadeva.

WEDNESDAY, 23RD NOVEMBER, 10 A.M. TO 1 P.M.

LATIN : TEXT-BOOKS AND GRAMMAR.

I. (1) Give the various forms of the Genitive Singular of *penus*, the Accusative Singular and Gender only of *æther, echo, lis, paries, paterfamilias, præs.*

(2) Write down the Latin for,—Last year ; On every other day ; Some years afterwards ; The day before yesterday ; Every third day ; What o'clock is it ?

II. (1) Parse from Plautus *dixis, reconciliassere, audibis, duis, fuat, monerier*, and account for any peculiarity of form or ending.

(2) Give the Perfect Indicative (first Person Singular only) and the Supine (where used) of *amicio, ascisco, facesso, percello, pergo, remetior.*

III. What cases or constructions are used with each of the following ? Illustrate mainly from the text :—*Dignus, inimicus, vicem, æquare, cavere, censeo, impero.*

IV. (1) "Admonebat me res ut hoc quoque loco intermissionem eloquentiæ deplorarem, ni vererer ne de me ipso aliquid viderer queri."

Translate this passage, point out the Protasis and Apodosis, and remark on the mood of *admonebat.*

(2) Render into Latin,—both Oratio Recta and Oratio Obliqua :

(*a*) If you do this, you will sin (*pecco*).

(*b*) If you had done this, you would have sinned.

V. With what signification are the following words and expressions used by—

(1) Cicero ?—Contentio, indolentia, in promptu, liberalis, modestia, necessitudo, offensio, seminarium.

(2) Plautus ?—Eccum, gratiis, numquid vis ? provincia, sperno, sultis.

(3) Tacitus ?—Ambitio, informis, intellectus, promiscuus, simplex, superstitio.

VI. Translate—(1) into Latin

(*a*) He is not the sort of man to comply with your wishes.

(*b*) He went away without understanding what I had said.

(*c*) You cannot hurt me without also hurting yourself.

(*d*) It was owing to you that peace was not made after the capture of the city.

(*e*) Instead of entrenching himself, the general ought to have attacked the enemy.

(*f*) Please, cut your speech short.

(2) into English, bringing out the force of the different prepositions—

Culpa te est penes.
Penes te es ?
Ex pedibus laborat.
Hoc mihi ex sententia evenit.
Præ nobis beatus es.
Præ lætitia lacrimæ prosiliunt mihi.

VII. Write short explanatory notes on—Antiquari, sedes serviebant, ad Ianum medium sedere, bulla dignissime, litteræ neque expressæ neque oppressæ, ius fetiale, novus Arpinas, annulus vindex Cannarum.

VIII. What Roman customs are alluded to in the following passages?

(1) Et illic isti qui sputatur morbus interdum uenit?

(2) Ad patrem huius. Ar. Quem patrem qui seruos est?

(3) "Dignum esse," dicunt, "quicum in tenebris mices."

(4) Non inlicitatorem venditor, non qui contra se liceatur emptor apponet.

(5) Festis aturno diebus inter alia æqualium ludicra regnum lusu sortientium evenerat ea sors Neroni.

(6) . . . . et, sibi consul
Ne placeat, curru servus portatur eodem.

IX. Explain the allusions in—

(1) . . . . quantum non Leucade, quantum
Thessaliæ campis Octavius abstulit udo
Cædibus assiduis gladio.

(2) Quam timeo, victus ne poenas exigat Aiax
Ut male defensus! curramus præcipites et,
Dum iacet in ripa, calcemus Cæsaris hostem.

(3) Cum tamen a figulis munitam intraverit urbem,
Sarcophago contentus erit.

(4) . . . . dulcique senex vicinus Hymetto,
Qui partem acceptæ sæva inter vincla cicutæ
Accusatori nollet dare.

(5) . . . . spectatoresque se otiosos præbuerunt Leuctricæ calamitatis.

(6) Quid? Qui eius collega fuit in censura, L. Mummius, num quid copiosior, cum copiosissimam urbem funditus sustulisset?

X. (1) Write a brief summary of the historical events quoted by Tacitus in support of his statement, "Tamdiu Germania vincitur. Medio tam longi ævi spatio multa invicem damna."

(2) Give an outline of what Cicero says on the true characteristics of "Fortitude," *or*—Name the subject of the Third Book of the De Officiis, and show what use Cicero makes of the conduct of M Atilius Regulus, and how he answers the objections that may be raised to it.

WEDNESDAY, 23RD NOVEMBER, 2 TO 5 P.M.

LATIN: TRANSLATION.

I. Translate into English:—

(1) Nam scelus intra se tacitum qui cogitat ullum,
Facti crimen habet. "Cedo, si conata peregit?"
Perpetua anxietas nec mensæ tempore cessat,
Faucibus, ut morbo, siccis interque molares

Difficili crescente cibo: sed vina misellus
Exspuit; Albani veteris pretiosa senectus
Displicet; ostendas melius, densissima ruga
Cogitur in frontem, velut acri ducta Falerno.
Nocte brevem si forte indulsit cura soporem,
Et toto versata toro iam membra quiescunt:
Continuo templum et violati numinis aras
Et, quod præcipuis mentem sudoribus urget,
Te videt in somnis; tua sacra et maior imago
Humana turbat pavidum cogitque fateri.
Hi sunt, qui trepidant et ad omnia fulgura pallent,
Quum tonat, exanimes primo quoque murmure cœli;
Non quasi fortuitus, nec ventorum rabie, sed
Iratus cadat in terras et iudicet ignis.

(2) Bellorum exuviæ, truncis affixa tropæis
Lorica, et fracta de casside buccula pendens,
Et curtum temone iugum, victæque triremis
Aplustre, et summo tristis captivus in arcu,
Humanis maiora bonis creduntur · ad hoc se
Romanus Graiusque ac barbarus induperator
Erexit: causas discriminis atque laboris
Inde habuit. Tanto maior famæ sitis est, quam
Virtutis. Quis enim virtutem amplectitur ipsam,
Præmia si tollas? Patriam tamen obruit olim
Gloria paucorum et laudis titulique cupido
Hæsuri saxis cinerum custodibus, ad quæ
Discutienda valent sterilis mala robora ficus,
Quandoquidem data sunt ipsis quoque fata sepulcris.
Expende Hannibalem; quot libras in duce summo
Invenies?

(3) PH. Num quid aliud uis patri
Nuntiari?
TY. Me hic ualere et tute audacter dicito,
Tyndare, inter nos fuisse ingenio haud discordabili,
Neque te conmeruisse culpam neque te aduorsatum mihi,
Beneque ero gessisse morem in tantis ærumnis tamen,
Neque me umquam deseruisse te neque factis neque fide
Rebus in dubiis, egenis. hæc pater quando sciet,
Tyndare, ut fueris animatus erga suom gnatum atque se,
Numquam erit tam auarus, quin te gratiis mittat manu.
Et mea opera, si hinc rebito, faciam ut faciat facilius:
Nam tua opera et comitate et virtute et sapientia
Fecisti ut redire liceat ad parentis denuo,
Quom apud hunc confessus es et genus et diuitias meas:
Quo pacto emisisti e uinclis tuom erum tua sapientia.

(4) ER. Prius edico, ne quis propter culpam capiatur suam:
Continete uos domi, prohibete a uobis uim meam.
HE. Mira edepol sunt ni hic in uentrem sumpsit confidentiam.

Vae misero illi, quoius cibo iste factust imperiosior.
ER. Tum pistores scrofipasci, qui alunt furfuribus sues,
Quarum odore præterire nemo pistrinum potest :
Eorum si quoiusquam scrofam in publico conspexero,
Ex ipsis dominis meis pugnis exculcabo furfures.
HE. Basilicas edictiones atque imperiosas habet.
atur homost, habet profecto in uentre confidentiam.

(5) Mos habetatur principum liberos cum ceteris idem ætatis nobilibus sedentes vesci in aspectu propinquorum, propria et parciore mensa. Illic epulante Britannico, quia cibus potusque eius delecti ex ministris gustu explorabatur, ne omitteretur institutum aut utriusque morte proderetur scelus, talis dolus repertus est. Innoxia adhuc ac præcalida et libata gustu potio traditur Britannico ; dein postquam fervore aspernabatur, frigida in aqua affunditur venenum, quod ita cunctos eius artus pervasit, ut vox pariter et spiritus raperentur. Trepidatur a circumsedentibus ; diffugiunt imprudentes. At quibus altior intellectus, resistunt defixi et Neronem intuentes. Ille, ut erat reclinis et nescio similis, solitum ita ait per comitialem morbum, quo prima ab infantia afflictaretur Britannicus, et redituros paulatim visus sensusque.

(6) Quanquam severa illic matrimonia, nec ullam morum partem magis laudaveris. Nam prope soli barbarorum singulis uxoribus contenti sunt, exceptis admodum paucis, qui non libidine, sed ob nobilitatem plurimis nuptiis ambiuntur. Dotem non uxor marito, sed uxori maritus offert. Intersunt parentes et propinqui ac munera probant, munera non ad delicias muliebres quæsita, nec quibus nova nupta comatur, sed boves, et frenatum equum, et scutum cum framea gladioque. In hæc munera uxor accipitur, atque invicem ipsa armorum aliquid viro affert. Hoc maximum vinculum, hæc arcana sacra, hos coniugales deos arbitrantur. Ne se mulier extra virtutum cogitationes extraque bellorum casus putet, ipsis incipientis matrimonii auspiciis admonetur venire se laborum periculorumque sociam, idem in pace, idem in proelio passuram ausuramque. Hoc iuncti boves, hoc paratus equus, hoc data arma denuntiant ; sic vivendum, sic pereundum ; accipere se quæ liberis inviolata ac digna reddat, quæ nurus accipiant, rursusque ad nepotes referantur.

(7) Quamobrem, ne sit æs alienum, quod reipublicæ noceat, providendum est, quod multis rationibus caveri potest ; non si fuerit, ut locupletes suum perdant, debitores lucrentur alienum. Nec enim ulla res vehementius rempublicam continet quam fides : quæ esse nulla potest, nisi erit necessaria solutio rerum creditarum. Nunquam vehementius actum est quam me consule ne solveretur. Armis et castris tentata res est ab omni genere hominum et ordine : quibus ita restiti, ut hoc tantum malum de republica tolleretur. Numquam nec maius æs alienum fuit, nec melius nec facilius dissolutum est. Fraudandi enim spe sublata, solvendi necessitas consecuta est. At vero hic nunc victor, tum quidem victus, quæ cogitarat, ea perfecit, quum eius iam nihil interesset. Tanta in eo peccandi libido fuit, ut hoc ipsum eum delectaret, peccare, etiam si causa non esset. Ab

hoc igitur genere largitionis, ut aliis detur, aliis auferatur, aberunt ii, qui rempublicam tuebuntur: in primisque operam dabunt, ut iuris et iudiciorum æquitate suum quisque teneat, et neque tenuiores propter humilitatem circumveniantur, neque locupletibus ad sua vel tenenda vel recuperanda obsit invidia.

(Not from Text-books.)

(8) Æolidon Canace iacet hoc tumulata sepulchro,
Ultima cui parvæ septima venit hiems.
Ah scelus, ah facinus! properas quid flere, viator!
Non licet hic vitæ de brevitate queri.
Tristius est leto leti genus: horrida vultus
Abstulit, et tenero sedit in ore lues:
Ipsaque crudeles ederunt oscula morbi,
Nec data sunt nigris tota labella rogis.
Si tam præcipiti fuerant ventura volatu,
Debuerant alia fata venire via.
Sed mors vocis iter properavit claudere blandæ,
Ne posset duras flectere lingua deas.

II. Translate into Latin:

One of the strongest incitements to excel in such arts and accomplishments as are in the highest esteem among men, is the natural passion which the mind of man has for glory, which, though it may be faulty in the excess of it, ought by no means to be discouraged. Perhaps some moralists are too severe in beating down this principle, which seems to be a spring implanted by nature to give motion to all the latent powers of the soul, and is always observed to exert itself with the greatest force in the most generous dispositions. The men whose characters have shone the brightest among the ancient Romans appear to have been strongly animated by this passion. Cicero, whose learning and services to his country are so well known, was inflamed by it to an extravagant degree, and warmly presses Lucceius, who was composing a history of those times, to be very particular and zealous in relating the story of his Consulship; and to execute it speedily that he might have the pleasure of enjoying in his lifetime some part of the honor which he foresaw would be paid to his memory.

WEDNESDAY, 23RD NOVEMBER, 10 A.M. TO 1 P.M.

PERSIAN: GRAMMAR AND TEXT.

I. Give—

(1) the Persian meanings of the following:—

ایجاز وعده ـ بساط غبرا ـ جوع البقر ـ چارچشم ـ چارابرو ـ
چراغ پایه ـ دم گرم بر کار کردن ـ کاغذ گیر *

(2) the Arabic antonyms of the following :—

حدث - عنا - بصر - سوابق شباب - شيخ - هاجل - نقد *

(3) the derivation of the following, explaining each part.

ذوالقرنين - تفكث - راي العين - طرفة العين - مافي الضمير -
سيمرغ - ميزبان - مرغزار *

(4) the Persian translation of the following —

فارسل حكيما ولا توصه - ما علي الرسول الا البلاغ - ولا يلتام
ماجرح اللسان - لا راي لمن لايطاع - من تهاون بالشر فقد وقع
فيه - اعقل و توكل - استعينوا علي حوائجكم بالكتمان -
البادي اظلم *

II. Answer from the text-book any two of the following questions :—

(1) with what four tribes is it lawful to show stinginess in four things ?

(2) with which three tribes should friendship be made and with which three not ?

(3) what four things, if there be a little of them, should be considered big ?

(4) what are the six qualities, which, if a man possesses, render friendship with him good ?

(5) with what eight kinds of persons should friendship be made ?

(6) with which four tribes should companionship be avoided ?

III. Distinguish between—

عالم مثال - عالم نفوس - عالم شهادت *

IV. Write out briefly in colloquial Persian one of the following stories :

طبيب و مريض درد شكم - پيرزن و دختر بيمار -
انتقام كلنگان خون ناحق دانا دل را - طبق عسل و مگسان *

V. (1) Explain the allusions in—

* اي كه خواهي رخنه در ملک سليمان افگني *
* در زمين خاکساري خانهٔ چون مور گير *
* تن ضحاک کشيد از رگ گردن آزار *
* قصهٔ مار که مشهور شد افسانه شمار *

(2) Name the صنايع in the following—

(۱) از ناله چونالي شده از مويه چو موئي *

(۲) * زچشم و دل بدن خاکيم در آتش و آب است *
* بچشم بين و بدل رحم کن که کار خراب است *

(۳) * هر که هست از خط سبز تو سواد نظرش *
* خط ياقوت رگ لعل بود در نظرش *

(۴) رسول بايد که مبني بر قاعدهٔ لطف و عنف و خشم و حلم و مهر و قهر و وداد و عناد باشد - و طريق بستن و کشادن و گرفتن و دادن و دريدن و دوختن و ساختن و سوختن مرعي دارد *

VI. (1) Explain in Persian two possible meanings of each of the following couplets :—

(۱) * گرچه پيگان خدنگ تو زخونم بگذشت *
* تشنهٔ خون من است آن لب سوفار هنوز *

(۲) * کار من نيست غني چون دگران خود بيني *
* نروم تا زخود آئينه به پيشم مگذار *

(۳) * در طلب بوي تو اي گلعذار *
* آبله پاي است ز شبنم بهار *
(۴) * گر کند استادگي ابر بهار اي باغبان *
* آبروي مي پرستان را بزير خاک ريز *

(2) Analyse the second couplet.

(3) Scan the first and third couplets, and name the metre of each.

VII. (1) Write out the رباعي by Ghani, in which the poet Toghra is severely criticised.

(2) Write out the couplet by Ghani, for which the poet Sáib was willing to his whole poetical works.

VIII. Paraphrase the following :—

(۱) در وقتي که شير زرين چنگال مهر از بيشهٔ سپهر ميل چشمهٔ ساري عين حملة نمود - و دب اکبر و اصغر بر حوالي قطب شمالي خراميدن آغاز کردند *

(۲) ابن پسر را آرزوي مشاهدهٔ حرم کرم که عبارت است از محل استيناس اِن اوّل بيت وضع للناس پديد آمد - و شوق طواف آن مطاف الطائف که اشارت است بامان خانهٔ ومن دخله كان امناً از زاويهٔ دلش ظهور نمود - صداي داعي و اذن في الناس لبيک اجابت زده عزيمت احرام زيارت حرم کعبه مصمم گردانيد *

IX. By what change of words can the couplet be much improved ?

* از بس که هست مادر ايام سينه صاف *
* شد موي من سفيد و نديديم روي شير *

X. What is meant by سبحه and جام

* مي دمد صبح و بيا باده سر انجام كنيم *

* صد سبحه چون پير فلك در گرو جام كنيم *

XI. Define and illustrate by examples the following—

تشبيه قريب مبتذل ـ استعارة مكني ـ تعريض

(در علم بيان) * اطراد ـ لزوم ما لا يلزم ـ سجع متوازي

(در علم بديع) * محذوف ـ مقصور ـ مسبغ (در عروض) *

روي ـ اكفا ـ اقوا (در قافيه) *

WEDNESDAY, 23RD NOVEMBER, 2 TO 5 P.M.

PERSIAN : TRANSLATION.

I. Translate into Persian:

(1) A fowler went out to catch some birds, and disguised himself by wrapping his head up in leaves and grass, so as to avoid frightening the birds away from his snare. A bird of some sagacity came near him, and suspected something wrong, but foolishly lingered near, and began to question him as to his business. The fowler said he was a hermit who had retired from the world and dressed himself in weeds for the health of his soul. The bird said he was surprised to see a Mussalman doing this, in contravention of the Prophet's precept, "There is no monkery in Islám," and of his repeated declarations that Islám involves association with the faithful and avoidance of a solitary life. The fowler replied that a solitary life was allowed in heathen countries for the soul's health. The bird then asked what the grains of wheat were which were strewed on the trap. The fowler replied that they were the properties of an orphan, which had been deposited with him in consequence of his known probity. The bird then asked permission to eat some, as he was very hungry, and the fowler, with much pretended reluctance, allowed him to do so. The moment he touched the grain the trap closed upon him and he found himself a prisoner. He then abused the fowler for his trickery, but the fowler said he had only himself to blame for his greediness in eating the food which belonged to an orphan. The moral is, that it is not destiny which leads people into afflictions, but their own errors and vices.

(2) However, in some way, we must seek to mend the matter.

(*a*) No, pardon me, if Zaid had come, you would have seen him with me.

(*b*) Speak ! let me see, fellow, what petition you have.

(*c*) Sahib, may I become your sacrifice. I only took leave of him yesterday.

II. Translate into English :

(*a*) قبره گفت من چگونه بنیاد وفا نهم ازان جانب ارکان هوا داري منهدم است - و آثار حسن عهد بکلی منعدم - و امکان ندارد که ملک موجبات وحشت را فرو گذارد - و از ترصد فرصت مکافات اعراض نماید - و حالا چون بزور و قوت بر من دست نمي تواند یافت مي‌خواهد که مرا بمکر و حیله در قبضهٔ انتقام کشد - و بباید ترسید از کینهٔ که در ضمائر ملوک متمکن گردد - چه ایشان به نخوت سلطنت در باب انتقام متعصب باشند - و چون فرصت یابند به هیچ تاویل مجال حجت گوئي و عذر خواهي ندهند - مثل کینها در سینها چون انگشت فسرده باشد - اگرچه حالي اثر ظاهر نگرداند چندان که شرارهٔ غضبي بوی رسد افروخته گردد - و فروغ خشم بالا گرفته جهاني را بسوزد - و دود انتقام که از سر آتش کینه خیزد بس دماغها را خشک ساخته بسیار دیدها را تر گردانیده - و ممکن نیست که تا ذره از انگشت کینه درکانون سینه باقی ماند از مضرت شعلهٔ خصم ایمن توان بود - ملک گفت عجب حالتي است که تو درین باب بر یک طرف افتادهٔ - و جانب دیگر را از دست دادهٔ - چرا نشاید که مقدمات وحشت بمیامن

الفت مبدل گردد ـ و بعد از کدورت مجادلت صفاي مخالصت پديد آيد *

(b) * عاقبت چشم ترم از گريه خواهد شد سفيد *
* خانه ويران مي شود چون طفل باشد خانه‌دار *
* حسن ذاتي را نباشد هيچ بيمي از زوال *
* کي بشويد آب بحر از پنجهٔ مرجان نگار *
* کاسهٔ خود مي کند هر کس باب و دانه پر *
* مردم چشم مرا از اشک شد پيمانه پر *
* عقل گر داري مکن کسب کمال از ناقصان *
* کي رسد آخر دماغت از شراب نيمرس *
* چشم دل سوزی نمي بايد ز دشمن داشتن *
* آستين کي پاک سازد اشک از رخسار شمع *
* در تر و خشک جهان چون سبحه و صهبا غني *
* هيچکس باهم نه بيند جمع آب و دانه‌ام *
* خاکساران از بلاي آسماني ايمن اند *
* ماهئ زير زمين را کس نمي آرد بدام *
* گر فلک کار ترا برهم زند از جا مرو *
* جامه را خياط سازد قطع بهر دوختن *.

(c) (۱) نان لواش و نان مائده مي خوريم ـ (۲) اين برنج هنوز زنده است ـ (۳) يک طاقهٔ چلواري از براي من بخر ـ (۴) يک چکهٔ آب خوردن بيار ـ (۵) اشغالها را ببرید ـ (۶) اين لنگه اُرسي را بالا بکن و آن را پائين بکن *

(d) در آخر طعام عام واقع شده - در پایان اکل کل آمده - بعنے شرط تناول طعام آنست که دامن مائدهٔ انعام او عام بود - واصل اکل آنست که همه را از طرف آن طرفي رسد - * (قطعه) * مائده آمد مرکب ما و ده - سر این ترکیب داني از کجا است - یعنے از سر خوان بود آبي و بس - گر نشاني بر کنارش ده روا است *

رباعي

* هر سفره که راي نبود ر ایذارش *
* در نعمت حق دان سفهٔ انکارش *
* ضیف است دلیل فیض و خیر و برکت *
* چون بر گردد فیض ببین ز آثارش *

WEDNESDAY, 23RD NOVEMBER, 10 A.M. TO 1 P.M.

URDU : TEXT-BOOKS AND GRAMMAR.

I. الفاظ ذیل کے معنے سلیس اردو مین لکھدیجئے *
بدل مایتحلل - نوامیس اِلهي - معقولات - محسوسات - جرثقیل - ریو و ریا - سلب کرنا - دود شمع کشته *

II. مطابق اخلاق ناصري کے ان کي تعریف کرو *
حکمت - علم - عمل - حکمت نظري - نفس ناطقه - عرض - جوهر - علم طبیعي *

III. نفس ناطقہ کا بسیط اور جوھر ہونا ثابت کیجئے اور دلیل بیان کیجئے کہ نفس ناطقہ نہ جسم ہی نہ جسمانی نہ عرض *

IV. حواس باطنی کونسے اور کتنے ہیں *

V. مرقومۃ الذیل قوی رہنے کی جگہ کونسے ہیں * قوت ناطقہ ۔ قوت غضبی ۔ قوت شہوی *

VI. (a) ابیات ذیل کی شرح سلیس اردو میں کیجئے *

(۱) * نقش فریادی ہی کسکی شوخی تحریر کا *
* کاغذی ہی پیرھن ھر پیکر تصویر کا *

(۲) * تمنای زبان محو سپاس بیزبانی ہی *
* مٹا جس سے تقاضا شکوۂ بیدست وپائی کا *

(۳) * گلا ہی شوق کو دل میں بھی تنگئی جا کا *
* گہر میں محو ھوا اضطراب دریا کا *

(۴) * یہہ جانتا ھون کہ تو اور پاسخ مکتوب *
* مگر ستم زدہ ھون ذوق خامہ فرسا کا *

(۵) * قسمت بری سہی پہ طبیعت بری نہیں *
* ہی شکر کی جگہہ کہ شکایت نہیں مجھے *

(b) پہلی اور چوتھی اور اخیر بیت کی تقطیع کرو اور بحر بھی بتلاؤ *

(c) چوتھی بیت میں لفظ اور کس معنے کو متضمن ہی اور اس کا اصطلاحی نام کیا ؟

(d) پہلي بيت کي ترکيب کرو - اۆر پيکر تصوير کي اِضافت کس قسم کي ہي *

VII اِن کي تعريف معه مثال رقم کيجئے *

تشبيه ملفوف - استعارۂ مرشحه - ارصاد - مصحف - توجيه - سجع - زحاف - ايطاي جلي *

VIII. مصادر ذيل کے فعل ماضي کے فاعل کے بعد نے لانا جائز ہي که نہين اۆر ان کے فعل ماضي نے مذکور ہو سو صورت مين جنس و عدد مين کس طرح ہونگے ؟

کھا لينا - لے لينا - ہنس دينا - رو دينا - کوتا کرنا - کوسنا - دکھائي دينا *

IX. جو فعل متعدي بدو مفعول ہو اۆر اس کے فاعل کي علامت نے مذکور ہو تو فعل مذکور کس کا تابع ہوگا *

X جب کئے اسم مذکر و مونث واحد و جمع ايک فاعل کے تابع ہون تو فعل جنس و عدد مين کس کے موافق ہوگا ؟

WEDNESDAY, 23RD NOVEMBER, 2 TO 4 P.M.

URDU : TRANSLATION.

I. Translate into Urdu :

(1) Every time we have to make a new resolution or alter an old one, in any situation in life, we shall go wrong unless we know the truth about the facts on which our resolution depends. Now, however different these searches for truth may look, and however unlike they really are in their subject-matter, the methods of getting at truth, and the tests of truth, are, in all cases, much the same. There are but two roads by which truth can be discovered,—

observation and reasoning: observation, of course, including experiment. We all observe, and we all reason, and therefore, more or less successfully, we all ascertain truths; but most of us do it very ill, and could not get on at all were we not able to fall back on others who do it better. If we could not do it in any degree, we should be mere instruments in the hands of those who could; they would be able to reduce us to slavery. Then, how shall we best learn to do this? By being shown the way in which it has already been successfully done. The processes by which truth is attained, reasoning and observation have been carried to their greatest known perfection in the physical sciences. As classical literature furnishes the most perfect types of the art of expression, so do the physical sciences of the art of thinking.

(2) Can we say that people sometimes are thirsty, and yet do not wish to drink?

Yes, certainly; it often happens to many people.

What, then, can one say of them, except that their soul contains one principle which commands, and another which forbids them to drink, the latter being distinct from and stronger than the former?

That is my opinion.

Whenever the authority which forbids such indulgences grows up in the soul, is it not engendered there by reasoning, while the powers which lead and draw the mind towards them, owe their presence to passive and morbid states?

It would appear so.

II. Translate into English:

(a) مرقوم الذیل نثر و نظم کا ترجمه انگریزي مین کیجئے *

نفس کي تین قسمین هین - اول نفس نباتي دوسرے نفس حیواني تیسرے نفس انساني - نفس نباتي نباتات اۋر حیوانات سب مین هوتا هي اۋر نفس حیواني کل حیوانات مین پایا جاتا هي - اۋر نفس انساني کل حیوانات مین نهین هوتا صرف انسان مین هوتا هي اۋر اسي نفس کے سبب سے انسان اۋر حیوان مین امتیاز هوتي هي - اۋر اِن مین سے هر ایک نفس مین کئي کئي قوتین هین جو خاص افعال کے باعث هوتي هین چنانچه نفس نباتي مین تین قوت هین ایک کا نام غاذیه هي - اۋر یهه قوت اپنا

کام اور چار قوتون کے مدد سے انجام دیتي ہي - اون چار قوتون کے نام یہہ ہین - جاذبہ - ماسکہ - ہاضمہ ؛ دافعہ *

(b) * سراپا رہن عشق و نا گزیر الفت هستي *
* عبادت برق کي کرتا هون اور افسوس حاصل کا *
* بقدر ظرف ہي ساقي خمار تشنه کامي بهي *
* جو تو دریاي مي ہي تو مین خمیازہ ہون ساحل کا *
* هم پر جفا سے ترک وفا کا گمان نہین *
* اک چهیڑ ہي وگر نه مراد امتحان نہین *
* کس منهه سے شکر کیجئے اس لطف خاصکا *
* پرسش ہي اور پاي سخن درمیان نہین *
* بوسه نہین ندیجئے دشنام ہي سہي *
* آخر زبان تو رکهتے هو تم گر دہان نہین *
* هر چند جان گدازي قہر و عتاب ہي *
* هر چند پشت گرمئ تاب و توان نہین *
* جان مطرب ترانۀ هل من مزید ہي *
* لب پردہ سنج زمزمۀ الامان نہین *
* جان ہي بہاي بوسه ولے کیون کہے ابهي *
* غالب کو جانتا ہي که وہ نیم جان نہین *
* گر خاموشي سے فائدہ اخفاي حال ہي *
* خوش ہون که میري بات سمجهني محال ہي *
* کس کو سناؤن حسرت اظہار کا گلا *
* دل فرد جمع و خرچ زبانہاي لال ہي *

(c) یہاں کا خاص میوہ انناس ہی جس کا وہ
روشناس ہوا اور جسکے تک منہہ لگا پھر نہ چھٹا ۔ باس اسکی
دماغ کا آرام ۔ شیرہ اسکا شیرۂ جاں کا قوام ۔ حلاوت اسکی
ناشپاتی کو پھیکا کرے ۔ رنگ پر اس کے بہی تپک پڑے ۔
شریفہ سب سے شریف تر ہی وضیع و شریف اس کو چاہ
کر منگواتے ہیں ۔ بلکہ اکثر صاحب ذائقہ سراہ کر کھاتے ہیں ۔
کٹھل بڑھل بھی اپنے اپنے مزے میں بے بدل ہیں ۔ لیکن
اسکے ایک ہی کوئے سے جی بھر جانا ہی ۔ اور یہہ اکثر کھانے
میں آتا ہی ۔ اور کیلا تو سب میوؤں پر بھاری ہی اکیلے
ہی کھایا چاہئے کیونکہ حلوۂ بے دود ہی *

WEDNESDAY, 23RD NOVEMBER, 10 A.M. TO 1 P.M.

TAMIL: TEXT-BOOKS AND GRAMMAR.

I. கம்பரிருந்த காலம் யாது? அவர் வைஷ்ணவமதப் பிரவர்த்தகராகிய இராமானுஜருக்கு முன்னிருந்தவரா? பின்னிருந்தவரா? ஆதாரதோடு கூறுக.

II. (1) ஆயமானுகர்தாழா ழியானேயலால்
காயமானுயினை யாவனே காவலா
நீயமானோர்தியா னிருகமாரீசனா
மாயமானுயினன் மாயமானுயினன்.

இதற்குப் பதவுரை யெழுதுக.

(2) முரணுடைத் தடக்கையோச்சி முன்னவன் பின்வந்தேனை
இருணிலைப்புறத்தின்காறு முலகெங்குந் தொடரவிக்குன்

ற்ரணுடைத்தாகியுய்ந்தே னாருயிர்துறக்கலாற்
றேன்
சரணானைப் புகுந்தேனென்னைத் தாங்குதறரும
மென்றான.

இதற்குப் பொழிப்புரை யெழுதுக.

III. (1) நாலுவேதமா நவையிலார்கலி
வேலியன்னதொன மலையினமேவினான்
சூலிதன்னருட் டுறையின் முற்றினான்
வாலியென்றுளான வரம்பிலாற்றலான்.

(2) முளரிமேல் வைகுவான் முருகற்றந்தவத்
தளிரியல் பாகத்தான் றடக்கையாழியான்
அளவியொன்றாவோ யன்றியையமில்
கிளவியாய்த் தனிதனிக் கிடைப்பரோதுணை.

(3) தேனுளதெரியலாய் தெரிவதன்றவர்
ஊர்நமக்குற்றுழி யுறுதலுண்மையால்.

(4) மறைகளு முனிவர்யாரு மலர்மிசை யயனுமற்
றைத்
துறைகளின் முடிவுஞ்சொல்லுந் துணிபொரு
டுணிவிற்றாக்கி
அறைகழலிராமனாகி யறநெறி நிறுத்தவந்த
விறையொரு சங்கையின்றி யெண்ணுதி யெண்
ணமிககோய்.

(5) பெற்றமிகு பீமமிகு நாதனடிபேணி

இச்செய்யுட்களில் முதலிரண்டிற்கும் கருததுரையெழுதி கீழ்க்கோடுள்ள பதங்களுக்கு மடைமொழிகளுக்கும் பிரயோஜனமுண்டா? இல்லையா? கூறுக.

IV. (1) அடியில்வருஞ் செய்யுட்களுக்கருத்தமெழுதி, *a*, *b* - *e* இவைகளுக்குக் கதாசந்தர்ப்பததைக் கூறுக.

(*a*) எழுபெற்றதோ விக்கணைக் கிலக்கமென்றெண்ணி.

(*b*) வழிபடு மவர்காற்றூளி வானமும் புனித மாக்கப் பொழில்பெருவழியாமாறு புரவலனெடிதுபோந் தான்.

(*c*) புயலைப்பற்றுமப்பொங்கரி போக்கியோர்முயலைப்பற்றுவ தென்னமுயற்சியோ.

(*d*) உன்னையே யுடையவெற் கரியதெப்பொருளோ.

(*e*) பண்டைநூற் கதிரோன்சொல்லப் படித்தனன் படிவமம்மா.

(*f*) வெற்றரசெய்தியெம்பி வீட்டரசெனக்குவிட்டான்.

(2) இவற்றில் *c*, *e*, *f*. வாக்கியங்கள் யார்க்கு யார் உரைத்தவைகள் ?

V: (1) அடியில்வருவனவற்றில் கீழ்க்கோடுள்ளவற்றிற்குச் சொல்லிலக்கணங் கூறுக.

(*a*) பண்டொடின்றளவுமே யென்பெரும் பழவினைத்
தண்டமே<u>யடியனேற் கு</u>றுபதந்தருவதே

(*b*) கருந்தடங்கண்ணினாளை நாடலாங் <u>காலங்காறும்</u>

(*c*) உதவியை யுன்னியாவி யுற்றிடத்<u>துதவுகிற்றி</u>

(*d*) மின்னிடைச் சனகியை <u>மீட்டு மீடு</u>மால்

(*e*) <u>தாழ்சலுந்</u> தகாதசெய்த தென்னை நீ தருமமன்றே

(2) அஞ்சனைக்கொருசிறு வனஞ்சனக்கிரியனைய
மஞ்சனைக்குறுகியொரு மாணவப்படிவமொடு

இதில் மஞ்சனையென்பது எச்சொல்லின் றிரிபு? அதைப்போன்ற வேறிரண்டுதாரண மெழுதுக.

VI. ஆரியமுதலிய பதினெண் பாடையில்
பூரியரொருவழி புகுந்தவாமென
இந்த வுபமான மெதற்குச் சொல்லப்பட்டிருக்கின்றது.

VII. (1) நாரணன், அரிந்தமன், சதமன, சிஞ்ஞாசு, பிராரத்தம், வடகனல், குவால், இச்சொற்களின் உற்பத்தி யருத்தங் கூறுக.

(2) அக்கினி, புத்தி, இந்திரியம், பர்வதம், லக்ஷ்மணன், இச்சொற்கள் நீங்கள படிதத புததகங்களி லெவ்வாறு திரிந்து வந்திருக்கின்றன ?

(3) பசுவென்னுஞ் சொல்லின பொருள்களைக் கூறுக.

(4) ஆக, ஆறு, இச்சொற்கள் எவ்வாறு திரிந்து வரும்? பரீக்ஷைநூலகளிலிருந் துதாரணததோடு கூறுக.

(5) அடியிற்கணட பதங்களை யெததனைவகைச்சொற்களாகக் கொள்ளலாம்? ஒவ்வொருசொல்லையும் பொருளோடெழுதுக. வேறு, கேட்டி, கோடி, சேறு, கோடு.

VIII. (1) தா, வா எனனும் பகுதிகளுக்குச் செய்யுளில் மாத்திரம் வழங்கும் ஏவன் முன்னிலைப் பன்மை யெப்படி ?

(2) பகு, சொல், தொடு, விடு இவைகளுக் கிறந்த காலப் பெயரெச்ச மெப்படி ?

IX. (1) சாஸ்திரங்களெவை ? சாஸ்திரங்களுக்கும் வேதங்களுக்குஞ் சம்பநதம் யாது ? கைவலியநவநீத மெந்தச்சாஸதிரத்தைச் சேர்ந்தது ? அச்சாஸ்திரத்தின முதனூல்களெவை ?

(2) கைவலியநவநீதத்திற்கு அப்பெயரேன் வந்தது?

(3) ஈசனசிருட்டி, சீவனசிருட்டி, சித்தி, முத்தி, மாபோகி, பிரமானந்தம், மாகர்த்தன், பிராரததம், மனம, நாதாதியைவகை, இப்பதங்களுக்குப் பொருளெழுதுக.

(4) பிரமாண மெத்தனைவிதம் ? அவையாவை கைவலியநவநீததநின்படி யெநதப் பிரமாணததாற் பிரமததை யறியலாம் ?

X. எனவுரைத்தருளுமாசா னிருபதம் வணங்கியெந்
தாய்
சனனவன் காட்டின்மோகத் தமத்தெழும் பேதப்
பேய்கள்
உனதருளுதயவெற்பி லுபதேசவருக்கன்றோன்றி
மனவிழிதெரியஞான வான்கதிர் பரந்தாலுண்டோ.

இதிலுள்ள அலங்காரம் யாது? உபமான உபமேயங்களெவை?

XI. (1) உலகந்தழீஇய தொட்பமலர்தலுங்
கூம்பலுமில்ல தறிவு.

இதிலுலகமெனபதற்கு அருத்தமென்ன? இச்செய்யுளில் பரிமேலழகர் கோட்டுப்பூவையும் கயப்பூவையும் எதற்குஉபமானமாகக் கூறினர்?

(2) (a.) உற்றநோய் நீக்கியுறா அமைமுற்காக்கும்
பெற்றியார்ப் பேணிக்கொளல்.

(b.) காதலகாதலறியாமை யுய்க்கிற்பின்
ஏதில வேதிலார் நூல்.

இவற்றின் கருத்தை யுரையின்படி யெழுதுக.

(3) எவ்வது, ஒட்பம், ஏமரா, இட்டிது, காம், அற்று, வைத்தூறு, இடிப்பார், இப்பதங்களுக்குப் பொருள் கூறுக.

XII. (1) ஓடுமீனோட உறுமீன் வருமளவும் வாடியிருக்மாங் கொக்கு.

(2) நாற்பாற் குலத்தின் மேற்பாலொருவன்
கற்றிலனாயிற் கீழிருப்பவனே.

(3) The last straw breaks the back of a camel.

இக்கருத்துக்களாவது இவைகளைப்போன்ற கருத்துக்களாவது அமைந்த செய்யுளைக் கூறுக.

XIII. இரண்டாவது வினாவில் வந்த செய்யுட்கள் என்ன விருத்தம்? சீர் பிரித்துக் காட்டுக.

WEDNESDAY, 23RD NOVEMBER, 2 TO 4 P.M.

TAMIL: TRANSLATION.

I. Translate into Tamil:—[*See Urdu Translation paper, page* clxxiii].

II. Translate the following into English :

(1) அன்னபானாதிசுக சாதனமதாகையா லார்க்கும்
வெகு பிரியமாகு
மின்னவாறான்மாவு மானந்தசாதன மெனக்கரு
தல் பொருளல்லவே
சொன்னவான்மாவையொரு சுகசாதனங்கணொ
டுசொல்லுவாயாகின்மகனே
யுன்னதானந்தம்வே றோவனுபவிப்பதா முபய
வான்மாவுமுளவோ.

(2) கன்றம ரன்பாலான்பால் கவர்தரும் காலமே
னும்
வென்றிகொ ளம்புவீழும் வேலையா யினுமிமைப்
பிற்
செனறுறு மமையமேனுந் திருவடி தெளியநோ
க்கி
நின்றவர் காணநின்றார் நீள்பவ நீங்கினாரோ.

(3) முன்புநின்றம்பிவந்து சரண்புக முறையிலோ
னைத்
தென்புலத் துய்ப்பெனென்று செப்பினன்செரு
வினீயும்
அன்பினையுயிருக்காகி யடைக்கலம் யானுமென்
பாய்
என்பது கருதியண்ணன் மறைந்துநின் றெய்தெ
ன்றான்

(4) காலாழ்களரி னரியடுங் கண்ணஞ்சா
வேலாண் முகத்தகளிறு.

(5) பொள்ளெனவாங்கே புறம்வேரார் காலம்பார்த்
துள்வேர்ப்ப ரொள்ளியவர்.

(6) நிலைப்படா நீரின்கண் பிறவெல்லாம் நிற்றல் ஆற்றாமையின் அவையெல்லாம் முதலைக்கெளியவாம்; அவை இயங்குதற்குரிய நிலத்தின்கண் அஃதியங்கல் ஆற்றாமையின் அஃதவற்றிற்கெல்லாம் எளிதாமென்றது. மேற்செல்லும் அரசர் பகைவர் நிற்றல் ஆற்றா இடனறிந்து செல்வராயின் அவர் தமக் கெளியராவர்; அன்றித் தாம் நிற்றல் ஆற்றாவிடத்துச் செல்வராயின் அவர்க்கெளியவராவரென்னும் பொருள் தோன்ற நின்றமையின், இது பிறிது மொழிதலென்னும் அலங்காரம்.

(7) தெய்வத்தான் வருந் துன்பங்களாவன மழையின் இன்மைமிகுதிகளாலும், காற்றுத் தீப் பிணியென்றிவற்றானும் வருவன. அவை கடவுளரையுந் தக்கோரையும் நோக்கிச் செய்யுஞ் சாந்திகளான் நீக்கப்படும். மக்களான் வருந் துன்பங்களாவன: பகைவர், கள்வர், சுற்றத்தார், வினைசெய்வா ரென்றிவர்களான் வருவன. அவை சாம பேத தான தண்டங்களாகிய நால்வகை உபாயத்துள் ஏற்றதனால் நீக்கப்படும். முற்காத்தலாவது தெய்வத்தான் வருவனவற்றை உற்பாதங்களானறிந்து அச்சாந்திகளாற் காத்தலும், மக்களான் வருவனவற்றை அவர் குணம், இங்கிதம், ஆகாரம், செயலென்பனவற்றான் அறிந்து அவ்வுபாயங்களுள் ஒன்றாற் காத்தலுமாம்.

(8) தித்திப்பாகிய கருப்புக்கட்டி சேர்த்துச் சுடப்பட்ட மாப்பலகாரங்களனைத்தையும் மதுரமாகச் செய்த அவ்வெல்லக்கட்டிக்கு மதுரமானது சுபாவம்.

(9) இச்சகமனைத்தும் கானற் சலம்போலவும், சொப்பனநகரம்போலவும், ஆகாயநீலம் போலவும், வந்தியாபுத்திரன்போலவும் பிரமித்துத் தோற்றுகின்றது.

WEDNESDAY, 23RD NOVEMBER, 10 A.M. TO 1 P.M.

TELUGU TEXT-BOOKS AND GRAMMAR.

I. (1) శ్రీనాథకృతకాశీఖండమునకు కృతిపతియగు వీరభద్రుని తలిదండ్రుల రాజ్యవంశంబులేవేవి? వానియధీనరాజ్యపరిమితి యెంత? శ్రీనాథుని కాలనిర్ణయంబునకుంగల సాధనంబులం బేర్కొనుఁడు.

(2) శ్రీనాథునికి, తెలుఁగుకవులు మొదటినలువు రెవరనియు, వారికవిత్వ మెట్టిదనియు, అభిప్రాయము? ఆకవులలో ఈపరీక్షకు మీ రెవరిగ్రంథము చదివితిరి? ఆగ్రంథరచనావిషయమై మీ యభిప్రాయము శ్రీనాథునియభిప్రాయమునకు తోడ్పడుచున్నదా?

(3) 'సంతరించితినిందుజవ్వనంబునయందు హర్షనైషధకావ్యమాంధ్రభాష'—ఈగ్రంథపు సాధారణ నామమేది? ఇచట ఇట్టిపేరు పొందుటకుఁ గారణంబేమి? ఈగ్రంథమునే "ఆంధ్రకావ్యపంచకములోఁ బ్రధానమైనదానిఁగాఁ జెప్పుదురు"—దీనికిఁ బ్రాధాన్యవివక్షయుక్తమేనా?

II. వనపాళిందనరారుమాధవుని భవ్యంబైనసందర్శనం
బుననాకొమ్మయెసంగెఁజిత్రవిభవస్ఫూర్తిన్ విడంబించెసం
జనితామోదరసప్రపూర్ణసుమనస్సంపత్తిచేఁ బొల్పుఁ జెందె
నురాగాంకురభూతిచేతఁ జెలువొందెన్ సద్రుచిశ్రీలచేన్

(1) ఈపై పద్యమునకు సుదంతాపరంబుగ నర్థమువ్రాసి యం దుదాహృతములయిన సాత్త్వికస్థాయిభావంబుల నెఱింగించునది. స్తంభమును, కంపమును, ఒకేవిధమయిన (సాత్త్విక) భావములుగా చెప్పుటలో నేదైన ప్రత్యక్షవిరోధము తోఁచెడినా? దానికెట్లు సమాధానము?

(*a*) "దుర్వారగర్వదూర్వహశర్వరీచరధ్వాంతనిర్వాపణభీష్మగ్రీష్మోష్మకిరణత్విష్యమ్ము ప్రద్యుమ్నుండగుప్రద్యుమ్నుండు"

(*b*) "ధామభూమన్యకృతసూనుండగు సత్యాసూనుండు"

(*c*) "ధారాధరధారాధరధారాధరవాహదానధారానిధికిక్"

(2) ఈ పై వాక్యంబులకు అర్థముచెప్పి వానిలోని శబ్దాలంకారముల నన్నిటిం బేర్కొని స్పష్టీకరించునది.

తఱపి వెన్నెలలోని ధావళ్యమొక కొంత నవసుధాకర్దమద్రవము గాఁగఁ
జిన్నారి పొన్నారి చిఱుత చీఁకటి చాయ నసలు కొల్పిన మషీరసము గాఁగఁ
నిద్రమేల్కాంచిన నెత్తమ్మిమొగడల పరువంపు పుప్పొళ్ల హారిదళము గఁ
దొగరువన్నియ లేఁత తొలుసంజ కెంజాయ కమనీయధాతురాగంబు గాఁగఁ
వర్ణములు గూడి యామినీవ్యపగతమున జగము చిత్రింపఁ దూలిక చఁదమైన
కొమరుఁ బ్రాయంపు నూనూఁగుఁ గొదమమొండ ప్రాచికభినవమాణిక్యపదకమయ్యె.

(3) (*a*) ఈ పై పద్యమునకు తాత్పర్యము విశదమగునట్లు వ్రాయునది.

(*b*) తఱపి, అనుదానికి విశేష్యరూపంబు చెప్పి దానికి చటఁగాని యర్థము వ్రాయనగు.

(*c*) పదక పతకములలో ఏది ప్రకృతి, ఏది వికృతి ?

(*d*) చిఱుత—విశేష్యమయినపుడర్థమేమి ? దీనికె 'ఉక' ప్రత్యయముచేరి ఏయర్థమును దోఁపించును ? ఇది విశేషణమయి విశేష్యములతో సమసించునపుడు దిని రూపమునకు ఏమి సిద్ధించు ?

తదీయ సుదర్శనంబు చేదివిభువినున్న సభ్యావితతిక
మహాగోదావరీతీరసద్రక్షోపాయపథంబు.
సుమిత్రానందన జనకసుతానిశ సందర్శితనవవనవొల్ల సద్భుజనరళిక
ఎదిరిఁ గానమిని సీతాదేవరామలాస్యాది తత్త్వవిశ్రుతినాసమై.

(4) ఈ పై వాక్యములలో మొదటి రెంటికి రెండేసియర్థములును, తక్కిన రెంటికి భారతార్థముమాత్రమును, విశదముగా వ్రా

యనగు. నాలవదానిలో 'అది' పదంబుచే గ్రహింపఁదగునది యేది? లాస్యమునందు ప్రధానమైన వృత్తియేది?

III. (1) "సత్త్వగుణమున హరివై రజస్తమోగుణముల శంభుం డవగు నీకు నతి విరించి"—ఇచట చూచుటకు నేదైన దోషంబు గాన్పించుచున్నదా? దాని పరిహారంబు ఎట్లు సమర్థించనగును?

(2) మహారథుఁడు, అతిరథుఁడు, సమరథుఁడు, అర్థరథుఁడు—వీనికింగల యర్థ తారతమ్యంబులంజూపి యీపదంబులలోని రథ మునకును, భగీరథమనోరథ పదములలోని రథమునకును ఏదైన సంబంధమున్నదేమో విచారించునది.

IV. (1) 'పాణిని......బాలికతోడఁ జదివికొనఁగ' —'సన కాది......తత్త్వ సంశయంబుల నెలంతుకమిన్నఁ దెలిసికొనఁగ' —ఇచట బాలికతోడ, నెలంతుకమిన్న, అని ప్రయోగింపఁబడ్డ విభ క్తులు నిర్వివాదములా?

(2) 'శుండాలము'—ఇచట నేప్రత్యయము గలదు? దాని యర్థమేమి? ఇదే యర్థమును బోధించునట్టి మఱి రెండు ప్రత్య యములను 'దంత' శబ్దమునకు చేర్చి శుండాల శబ్దార్థమునిచ్చు నట్లు వ్రాయునది.

(3) "బుద్ధిమతివి"—ఇచటంగల సంస్కృత ప్రత్యయమేది? బుద్ధి, మతి,—ఇవి యేధాతువులనుండి పుట్టినవి? ఆ ధాతువులనుండి రాఁగల పదంబుల నాఱింటిని వ్రాయనగు.

V. "స్వాతిచిత్తలుతోరణస్తంభయుగమునననుకరించుచు నొక్క చో నత్తమిల్లెఁ జిఱుతవోయిన మూఁడుపటి చెవులు దాల్చి హస్తనొకచో విశాఖ వింధ్యాద్రియందు."

(1) కవి యీ ప్రకారము వర్ణించుటకుఁ గారణంబు లేవైనఁ గన్పట్టుచున్నవా?

(2) అంతర విముక్తక్షేత్రమాహాత్మ్యములో గ్రహణకాల సంక్రమములు ఎట్లు నిరూపింపఁబడియున్నవి ?

VI. (1) ఉత్తరుఁడు పాండవుల విషయముగా "ఏ నమ్మహాను భావుల మేనల్లుఁడ" అని చెప్పినాఁడుగదా యీ బంధుత్వమెట్లో తెలియఁజేయనగు.

(2) శారదా శచీ గంగా పార్వతులు ఏయేగుణములకు ప్రసిద్ధిచెందినట్లు సుమనో మనోభిరంజనములో ఉదాహరించియున్నది?

(3) "నీప్రతాపంబు నీ ప్రభావంబు నీ యౌదార్యమును నెందులేదుగాన"—ఇట్లు అగస్త్యునికి గుణంబులు కలవా ? లేక కల్పనయేనా ? కల్గియున్న నే కార్యములు నిదర్శించుచున్నవి ?

VII. (1) (*a*) రాఘవపాండవీయములో ఒక యర్థమందు శృంగారరసంబును మఱియొకదానియందు భీభత్సరసంబును స్ఫురించునట్లుగా రచింపఁబడిన పద్యమునైనను లేక యేమాత్రమైన కొంత భాగమునైనను వ్రాసి యీరసంబులెట్లుద్భవించునో చూపునది. (*b*) ఈ రసంబులకు స్థాయిభావంబులేవి ? ఈ రసంబులవలన పుట్టెడు నితరరసంబులేవి ? (*c*) ఈ పద్యములో నీరెండురసంబుల నిముడ్చుటలో చిత్రమేమి ?

(2) సుమనోమనోభిరంజన గ్రంథకారుఁడు చంద్రకమలంబులకుం గలవిరోధమునకుఁగారణంబు ఏమిచాతుర్యముగ వర్ణించె.

(3) "డంబులీనునీరాజీగంబంబుల" అని యొకచోట వర్ణించి, మఱియొకచో "నీలస్తంభసవిధలలితస్థితుఁడై" అని స్తంభమును నీలవర్ణముగా చెప్పుటకు సమాధానము ఏమిచెప్పగలరు ?

VIII. (1) 'తత్సమతద్భవములు'—దీనిలో 'తత్' అనుదానికి అర్థమేమి ? 'తత్' అనుటచే అన్యదేశములుకూడ గ్రహింపఁబడనగునా ? సాధక బాధకము లేవి ?

(2) యోగరూఢి, రూఢి, యోగములు,—ఇవి దేనిలోని భాగములు? వీనికి పరస్పరభేదంబెద్ది? ఆ భేదము నుదాహరణములచేఁ జూపనగు.

IX. (1) ఈక్రింది వాక్యములలోనియలంకారములను స్పష్టముగా విశదపఱుచునది—

(a) ఏచిమున్నీరు చేయీంత నీఁదనగ్ని నుఱుక వానుకి కోటలువెఱుకఁగడఁగి నట్లుకాదె రాధేయ నీవర్జుననకుఁబోర నెక్కటిమార్కొన పూనుటరయ.

(b) కమలాలయాంశనూ యాకమలానన మీకెకాక కమలావర భోగ్యమెటులనగు నితరులకత్యమలశ్రుతిపుల్కసులకు నర్హంబగునే.

(c) బాలామణీకచభారంబుజలదంబె కానిచో ఘనపుష్ప కలనఁగనునె.

(2) "........పాండురపద్మవారమున నందంబౌనళిస్తోమమో - యనఁ గాళింది ఝరంబునందుఁ జెలువా హంసవ్రజంబో యనన్"—ఇట్లు ఏవి ఉత్ప్రేక్షింపఁబడె?

(3) "నీపదనీరంబు నీపటుసారంబు భయదాఘుత్ప్రణధనం జయముగాఁగ."—ఇట్లు చెప్పటలో ఎదైన అయుక్తమనితోఁచెడినా? దానికెట్లు పరిహారము చెప్పనగును?

(4) తిక్కన సోమయాజి, ఉత్తరావివాహనమయములో ఇట్లు వ్రాసియున్నాఁడు —

"సుందరీరత్నంబుచూపు మనోహరునడుగులయొప్పపైనన్నిడరు"

ఇట్టిభావమునే సుమనోమనోభిరంజన గ్రంథకారుఁడు ఏవిధముగ ఉపమించె?

X. తలఁపఁగరిపులకు నిమ్మగుకొలఁది గడచివచ్చితిమియకుంఠిత బాహాబలమునెఱపఁదరియమ్యేను జలింపవలదుమనకు శత్రులవలనన్.

(1) భీష్ముఁడు ఏ సందర్భములో నెవ్వరితో పైయట్లు చెప్పె? ఇట్లు చెప్పటలో అతని మనసులోనుండు గూఢార్థం బేయది? ఈ గూఢార్థమును ఎవనికి, ఏలఁ దోపింపఁజేసె.

(2) అర్జునుఁ డెదిరించినపుడు భీష్ముండు కౌరవసేనను సేనానాయకులను మోహరించినవిధం బెఱింగింపుఁడు.

XI. (1) ఆటవెలఁది, తేటగీతి,—వీనిలో బేసి పాదములకు లక్షణము చెప్పి వానిలో ఏ గణములు ఎట్లున్న పక్షమున ఈ పద్యమో ఆ పద్యమో యని భ్రమకలగవచ్చునో అది ఊహించి వ్రాయవలయు.

పద్మేకరగతరేఖాపద్మే బ్రహ్మాదిదివిజవరమకుట నట
త్పద్మే నిత్యనివేశితపద్మే ప్రణమామ్యహం భవత్పదమనుచున్.

(2) ఈ పద్యములోని సంస్కృత ప్రత్యయ యుక్తపదంబుల న్నిటికి తెలుగు విభక్త్యాదులు చేర్చి, ఎచటనేని తెలుఁగుమాటలు ఉంచవలసియున్న నుంచి, గణ యతి ప్రాస భంగములు లేక సవరించి, యా పద్యమును మరల వ్రాయుము.

WEDNESDAY, 23RD NOVEMBER, 2 TO 4 P.M.

TELUGU: TRANSLATION.

I. Translate into Telugu:— [*See Urdu Translation paper, page* clxxiii]

Translate into English :

(1) జాలకతారకానికరసంవృతమై సితకాంతిచంద్రికా
లాలితమై శ్రితభ్రమరలాంఛనశోభితమై సమగ్రమా
ధ్వీలహరీసుధావిభవవిశ్రుతమై సురసాలపూర్వది
క్శైలతటిన్ గుళుచ్ఛమిహికాకరబింబ మెసంగఁజూచితే

(2) ఈ మైశ్వర్యము చూడఁజాలుదునె నేనిప్పాట నానాటికి
న్నేయిందు గ్రహతారకంబులు పగల్ నీరేరుహాప్తుండు నే
వారోగంబు మొయిన్ ప్రదక్షిణముగా వర్తిల్లఁగా నిర్భరా

నూయూమానపరీతచేతనుఁడనై శూన్యోద్యమప్రక్రియన్

(3) శ్రవణపుటంబులు వ్రయ్యంగఁ దాఁకి సంక్షోభంబు గావించె
గుణము ప్రోత

బ్రహ్మాండభాండంబు పగిలించి భూతనిశ్చైతన్య మొనరించె శంఖరవము
గగనభాగంబెల్లఁ గప్పి క్రాలుచు బెగ డడంచె నుగ్రంపుపడగపఱపు
మిఱుమిట్లుగొనిచూడ్కి పఱివోవఁ బెఱిగి పరిభ్రాంతి సేసెఁ గిరీటకాంతి
తెల్లమిది గాండివంబును దేవదత్తమును గపిధ్వజమును వాసవుని వరమునఁ
గన్నమకుటంబునగు వేఱకొన్నియైన నుజ్జ్వలాద్భుతభంగులై యున్నె
యిట్లు.

(4) చెలులు దాను నుత్తర యెలమిఁ దన్నుఁ
గాంచుటయుఁ బ్రీతి యొసలార గారవించి
బొమ్మపొత్తికల కడిగితి కొమ్మ యింద
మనుచు నిచ్చెఁ దాఁ దెచ్చినయంబరములు.

(5) ఒండొరుల దోయిళుల నినుపొందఁ జేయు
నక్షత్రప్రకరంబు లన్యోన్యమస్త
కములఁ బోసిరి మందారకల్పలతలు
విరులగమియు నొండొంటిపైఁ గురియునట్లు.

WEDNESDAY, 23RD NOVEMBER, 10 A.M. TO 1 P.M.

KANARESE. TEXT-BOOKS AND GRAMMAR

I. (1) ರಾಜಶೇಖರವಿಲಾಸವೂ ವೃಷಭೇಂದ್ರವಿಜಯವೂ ರಚಿತವಾಗಿ ಈಗ್ಯೆ ಎಷ್ಟು ಸಂವತ್ಸರಗಳಾದವು ? ಈ ಗ್ರಂಥಗಳಲ್ಲಿ ವಾಕ್ಸರಣಿಯ ಭೇದಗಳೇನಾದರೂ ನಿಮಗೆ ಕಾಣಬರುವವೆ? ಹಾಗೆ ತೋರಿದಲ್ಲಿ ಕಿಂಚಿದುದಾಹರಣ ಸಹಿತವಾದ ಉತ್ತರವನ್ನು ಬರೆಯಿರಿ.

(2) ಮುದ್ರಾಮಂಜೂಷವೆಂಬ ಗ್ರಂಥದಲ್ಲಿ ಹೇಳಿರುವ ಸಂಗತಿ

ಗಳು ಅಲ್ಲಿ ಹೇಳಿರುವಂತೆಯೇ ನಡೆದ ವೆಂದು ನೀವು ನಂಬುವಿರಾ ? ತೋರಿದ್ದನ್ನು ಸಕಾರಣವಾಗಿ ಬರೆಯತಕ್ಕದ್ದು. ಈಗ್ರಂಥದಲ್ಲಿ ಕಾಲವ್ಯತ್ಯಯಗಳಾದ ವಿಷಯಗಳು (Anachronisms) ಏನಾದರೂ ಇರುವ ವೆಂದು ತೋರಿದರೆ ಒಂದೆರಡನ್ನು ವಿವರಿಸಿ.

(3) ಹಲಾಯುಧ್ಯೈಯನ ಕಥೆಯ ಮುಖ್ಯ ಸಾರಾಂಶವೇನು ? ಇದುನಿಮಗೆ ಸಮಂಜಸವಾಗಿ ತೋರುವದೆ ?

II. (1) ಜಯಜಯದೇವದೇವ ಪುರಶಾಸನಶಾಸನಶಾಸನೈಕಚಿನ್ಮ
ಯಮಯನುತ್ಯ ಸಂಪದ ಸಮಾನಸಮಾನಸಮಾನತಾಂ
ಘ್ರುಸ॥
ನ್ಮಯನಯನತ್ರಯಾಂಚಿತವಪುಷ್ಕರಪುಷ್ಕರಪುಷ್ಕರಾಂಕನಿ।
ರ್ಲಯಲಯಕಾಲಸಾಯುಧ ಕರಾಲಕರಾಲಕರಾಲಸದ್ಭು
ಜಾ॥

(2) ಮತ್ತೆ ಮಾಪಟ್ಟಣ ಮಯೋಧ್ಯೆಯಾಗಿಯು ಮಲಂಕಾರಾತಿ
ವಿಭವಾನ್ವಿತಮುಂ,
ರಾಜಹಂಸ ಸಮುಂಚಿತಮಾಗಿಯು ಮಂಧಕಾರಾತಿರುಚಿ
ರಮುಮೆನಿಸಿರ್ದುದು.

ಈ ವಾಕ್ಯಗಳಿಗೆ ವಿಶದವಾಗಿ ಅರ್ಥವನ್ನು ಬರೆಯಿರಿ.

III (1) ಕೆಳಗಿನ ಪದ್ಯಗಳ ದಂಡಾನ್ವಯವನ್ನು ನಿಮ್ಮ ಸ್ವಂತವಾದ ಮಾತುಗಳಿಂದ ಬರೆಯಿರಿ :—

(*a*) ಜಲದಶ್ಯಾಮಳಕಾಯಕಾಂತಿ ಬಿಡದೆತ್ತಂಪೊಣ್ಮೆನಿಂದಿಂ
ದ್ರಚಾ।
ಪಲಸಚ್ಚಾಪಮನಾಂತು ಚಾಪಳತಟ ಜ್ಯಾಕರ್ಷಣಾಂಗೆ
ದ್ಧಯನಿ॥
ಸ್ತುಳಮೇಘಧ್ವನಿಗರ್ಜಿತಂಗಳುತೆ ಪೊಡುತ್ತೆಷ್ಟನು
ದೃಷ್ಟರಾ।

ವಳಯಿಂಗ್ರೀಷ್ಮಸುರಾರಿ ಬೆಂಗೊಡುವಿನಂ ಕಾರೆಂ
ಬನಾರಾದ್ಯೆಣಂ॥

(b) ಕರಿದಾನಾಸಾರದಿಂತಳ್ತಳ್ತಿ ಬಳಭರದಿಂತಾಂ ಬೆಮರ್ದಂ
ತೆತೋರು।
ತ್ತಿರೆವಾಜಿವ್ರಾತವಕ್ತ್ರಚ್ಯುತಸಿತ ವಿಸರತ್ಫೇನವಿಂ
ಡೌಘುವೊಕ್ಕಂ॥
ತಿರೆಭೇರೀಧ್ವಾನದಿಂದಂ ಭಗಣವಿಂನಡಂಗಿರ್ದ ಪೋ
ತ್ತೋರೆಕೇತೂ।
ಸ್ಕರಭೀತಂಧೂಳಜಾಳಂಕವಿಯೆ ಜವದಿನೈತಂದುದಾ
ರಾಜಸೈನ್ಯಂ॥

(2) “ ಅಂತಿದಿರೊಳಸೆವ ಮದನಮದರದನಿ ಬಿದುವಿದಳನ ವಿಳಾಸ ಪಂಚಾಸ್ಯನನ ವಂಚಿತ ಪಂಚಾಕ್ಷರೀ ಪ್ರಭಾವ ಪ್ರಭಾವಲ್ಲಭ ಪ್ರಭರ್ಭಾವಂ ಬೆರಸುತ್ತಾ ಮಹಾನುಭಾವ ಭಕ್ತಿರಸ ವಿಸರವಿಲುಳಿತ ಹೃದಯಾರವಿಂದರಾಗಿ ದಂಡಪ್ರಣಾಮಂಗೆಯ್ದು ನುತಿಸುತ್ತಮಿರ್ದರ್ ”

ಇದನ್ನು ಸುಲಭವಾದ ಹೊಸ ಗನ್ನಡದಲ್ಲಿ ಕೂಡಿದ ಮಟ್ಟಿಗೆ ಸಮಾಸಿತ ಪದಗಳನ್ನು ಬಿಟ್ಟು ಬರೆಯಿರಿ.

IV (1) ಅಕ್ಕಟಘನಸತ್ಯೇಂದ್ರಂಗಿದು। ಶಕ್ಕುದೆನುಡಿದಂದವೊಳವೆ
ಸಚಿವಸುತಾಶ್ವಂ॥
ಚಿಕ್ಕನೆಮಗುವಂಮುಡಿಪಿದೊ। ಡಿಕ್ಕಿದಪಂಗಡಕುಮಾರಕುಸು
ಮಾಯುಧನಂ॥

ಇದು ಯಾವ ಸಂದರ್ಭದಲ್ಲಿ ಯಾರು ಆಡಿದ ಮಾತು ?

(2) ನಗರಿಪುಗೆಚಿಂತೆಸಂತತ। ಮೊಗೆದುದು ರವಿರಾಗವಳದನಸು
ರಾರಿಯನಿ।
ದ್ರೆಗೆಮುಳಿದಳ್ರುಮಕಲಿಮಿಂಗೆ। ನಗುತಿರ್ದಂಚಿಂತೆಗೆಯ್ದನಮ
ರಾಚಾರ್ಯಂ॥

ಯಾತಕ್ಕೋಸ್ಕರ ?

(3) " ಇದನ್ನು ನೋಡುವಲ್ಲಿ ರಣಾಂಕಣಕ್ಕೆ ಹೋಗುವ ಪುರುಷನು ತನ್ನ ಕೈಕತ್ತಿಯನ್ನು ತಾನೇ ಮುರಿದು ಬಿಸಾಟಿಂತಾಯ್ತು ! " ಯಾವದನ್ನು ನೋಡುವಲ್ಲಿ?

V. (1) ಕಾಮರೂಪಾಧಿಪತಿಯು ಹತ್ತರಕ್ಕೆ ನಿಯೋಗಿಯನ್ನು ಕಳುಹಿಸುವಾಗ ಆತನ ಕೈಗೆ ಎರಡು ಕಾಗದಗಳನ್ನು ಚಾಣಕ್ಯನು ಬರೆದು ಕೊಟ್ಟದ್ದು ಸರಿಯಷ್ಟೆ : ಆ ಕಾಗದಗಳ ಒಕ್ಕಣೆಯನ್ನು ಸಂಗ್ರಹಿಸಿ ಹೇಳಿ.

(2) ತಿರುಕೊಳವಿನಾಚಿ ತನ್ನ ಮಗನ ಶೀಲಸ್ವಭಾವವನ್ನು ಹ್ಯಾಗೆ ವರ್ಣಿಸುವಳು ?

(3) ವೃಷಭೇಂದ್ರವಿಜಯದ ೧೪ನೇ ಆಶ್ವಾಸದಲ್ಲಿ ಮಕ್ಕಳಿಲ್ಲದ ಮನೆಯನ್ನು ವರ್ಣಿಸುವ ಒಂದು ಕಂದಪದ್ಯವುಂಟು ಅದನ್ನು ಬರೆಯಿರಿ.

(4) ಚಾಣಕ್ಯನ ಕಡೆಯವರು ಪಾಟಲೀಪುರದಲ್ಲಿ ಯಾವಯಾವ ಹೆಸರನ್ನಿಟ್ಟುಕೊಂಡು ಯಾವ ಯಾವ ವೇಷವನ್ನು ಧರಿಸಿ ಯಾರ್ಯಾರಲ್ಲಿ ಸೇರಿಕೊಂಡಿದ್ದರು?

(5) ಹಗಲೂ ಇರುಳೂ ಎಡೆಬಿಡದೆ ಮಳೆ ಬಗೆಬಗೆಯಾಗಿ ಹುಯ್ದಿತು ಎಂಬರ್ಥವನ್ನು ತಿಳಿಸುವ ಕಂದಪದ್ಯವನ್ನು ಬರೆಯಿರಿ.

VI. (1) ರಾಷ್ಟ್ರಾಧಿಕಾರಿ, ನ್ಯಾಯಾಧಿಪತಿ, ಮಂತ್ರಿ—ಇವರಲ್ಲಿ ಯಾವ ಯಾವ ಗುಣಗಳಿರ ಬೇಕು ?

(2) ನವವಿಧಭಕ್ತಿಗಳೂ, ಷಡಂಗಗಳೂ ಯಾವವು ?

(3) ಕೆಳಗೆ ಬರೆದಿರುವ ಪದಗಳಿಗೆ ಅರ್ಥವನ್ನು ಹೇಳಿ ಸಮಾಸವನ್ನು ನಿಶ್ಚಯಿಸಿರಿ :—

(*a*) ಶ್ರೀಕಲ್ಯಾಣೀವದನ ಸುಧಾಕರ ವರ್ಧಿತ ಸುಖಾಮೃತಾಂಬುಧಿ ; (*b*) ಬಿಜಯಂಗೈದಂ ; (*c*) ಪಿರಿಯಮಗಂ ; (*d*) ಇರ್ಪತ್ತೈದು ; (*e*) ತೊಪ್ಪತೊಪ್ಪನೆ ; (*f*) ನಟ್ಟನಡು.

(4) ಅರಿಸಮಾಸದ ದೋಷವಿಲ್ಲದಿರುವದು ಎಲ್ಲೆಲ್ಲಿ ? ಉದಾಹರಣೆಗಳನ್ನು ಕೊಡಿ.

VII. (1) "ನೊಂದುಪಲುಂಬಿ ಪಂಬಲಿಸಿ ಮೊಣ್ಪಲಪಾಡಿ ಬಳಲ್ದುಬಾಡಿ." ಇದರಲ್ಲಿರುವ ಪದಗಳಿಗೆ ಸರಿಯಾದ ಅರ್ಥವನ್ನು ಬರೆಯಿರಿ.

(2) ಎಳೆವೆರೆ, ಸಹಣಿ, ಕೈಗೆಯ್, ಪಳಯಿಸುವಳಂ, ಪವಣ' ಬಾಸಣಿಸು, ಪಂದಲೆ—ಈ ಪದಗಳ ಅರ್ಥವನ್ನು ಬರೆಯಿರಿ.

(3) ಮುಂದೆ ಹೇಳುವ ಪದಗಳ ಅರ್ಥಭೇದವನ್ನು ವಾಕ್ಯಗಳ ಮೂಲಕ ತೋರಿಸಿರಿ :—

(*a*) ತಿಣಿ, ತಣಿ ; (*b*) ಕೆಂದು, ಕುಂದು ; (*c*) ನೆನೆ, ನನೆ ; (*d*) ಕುಡುಕು, ಕರ್ದುಕು.

VIII (1) ಕೆಳಗಿನ ಪದ್ಯಗಳಲ್ಲಿರುವ ಅಲಂಕಾರಗಳನ್ನು ಲಕ್ಷಣ ಸಮನ್ವಯವಾಗಿ ಬರೆಯಿರಿ :—

(*a*) ಎಲ್ಲಂತಾನಲ್ಲದಬಳೆ । ಕೆಲ್ಲಂತಾನಾದಶೂನ್ಯನಲ್ಲದ ರೂಪೊಂ।
ದಿಲ್ಲದೊಳಗಲ್ಲದುರೆಪೊರ । ಗಲ್ಲದಪವಣಕ್ಕೆ ನಿಲ್ಲದ ನುಪಮನೆಸೆದಂ॥

(*b*) ಅದುಗಗನಂಬೊಲಬ್ಜಮಧುರಂ ಮಧುರಂಜಿತನಂದನಂ ಬೊಲ।
ಭ್ಯುದಿತರಸಾಲಸಸ್ಮಿತಸಮುದ್ಗಮ ಮುದ್ಗಮದಂತೆಸ ದ್ದ್ರವಾ॥
ಸ್ಪದಮಮೃತಾಬ್ಧಿಯುಂತೆ ಸರದಷ್ಟ ವಿರಾಜವಿರಾಜ ವೊಲ್ನದಾ।
ಘುದನವವಿದ್ರುವಾಧರದಳಾಶ್ರಿತ ಮಾಶ್ರಿತದಂತೆ ಸಂ ಭೃತಂ॥

(2) ಭಾವ, ಪರ್ಯಾಯ, ಸೂಕ್ಷ್ಮ—ಈ ಅಲಂಕಾರಗಳಿಗೆ ಪರಸ್ಪರ ಇರತಕ್ಕ ಭೇದವನ್ನು ತೋರಿಸಿರಿ.

IX. (1) ಮಂದಾನಿಲರಗಳೆ, ಲಲಿತರಗಳೆ—ಇವುಗಳ ಛಂದೋಲಕ್ಷಣಗಳ್ಯಾವವು ?

(2) ವರ್ಗಪ್ರಾಸ, ಅನುಗತಪ್ರಾಸ ವೆಂದರೇನು ?

(3) ಯಾವ ಯಾವ ಸಂದರ್ಭಗಳಲ್ಲಿ ಪದಕ್ಕೆ ಯುಗಳೋಚ್ಚರಣ ವುಂಟಾಗುವದು ? (ಯುಗಳೋಚ್ಚರಣ ವೆಂದರೆ ಎರಡಾವರ್ತಿ ಉಚ್ಚರಿಸುವದು).

(4) ಪ್ರಥಮ ಮಧ್ಯಮೋತ್ತಮ ಪುರುಷಗಳ ಬಹುವಚನಕ್ಕೆ ವಿಧಿ ರೂಪದಲ್ಲಿ ಹಳೆಗನ್ನಡದಲ್ಲಿ ಯಾವ ಯಾವ ಪ್ರತ್ಯಯಗಳು ಸೇರುವವು, ಮತ್ತು ಹೊಸಗನ್ನಡದಲ್ಲಿ ಯಾವ ಯಾವ ಪ್ರತ್ಯಯಗಳು ಸೇರುವವು ? ಉದಾಹರಣೆಗಳನ್ನು ಕೊಟ್ಟು ಚೆನ್ನಾಗಿ ಸ್ಪಷ್ಟಮಾಡತಕ್ಕದ್ದು.

WEDNESDAY, 23RD NOVEMBER, 2 TO 4 P.M.

KANARESE: TRANSLATION.

I. Translate into Kanarese :—[*See Urdu Translation paper*, *page* clxxiii.]

II Translate into English :

(1) ಧರ್ಮಜನಂಬರಧ್ವನಿಯನಾಲಿಸಿತನ್ನುಳದಂಬುಪಾನಮಂ ನಿ
ರ್ಮಳಬುದ್ಧಿತನ್ನನುಜರಾಯು ಮನಾಗಳೆಸತ್ಪ್ರಸಂಗದಿಂ
ಕೂರ್ಮೆಯೊಳಲ್ಲಿ ಪೇಳ್ಪುಡೆದನಾಪ್ತನಯೋಕ್ತಿಯನೊ
ರ್ಮೆಕೇಳ್ದೊಡೇಂ
ಪೆರ್ಮೆಗೆಹಾನಿಬರ್ಪುದೆ ವಿಚಾರಿಪುದಾತ್ಮ ಹಿತಾಹಿತಂಗಳಂ.

(2) ಜಲಧರ ಕಟಾಹಪೂರಿತ
ಜಲಮಂಮಿಂಚೆಂಬ ಪೊನ್ನ ಜೇರ್ಕೊಳವೆಗಳಿಂ
ಜಲದೇವತೆ ಯರ್ಜನದದಿ
ನಲಿದೊಸಗೆಗೆಸೂಸಿದಂತೆ ಸುರಿದವುಮಳೆಗಳ್.

(3) ಮಹಾ ಕುಲೀನರಾದುದರಿಂದ ಸರಳ ಹೃದಯರೆಂದು ಹೇಳಹೋದರೆ ಶ್ಲಾಘ್ಯವಾದ ಶ್ರೀಗಂಧ ಕಾಷ್ಟದಲ್ಲಿ ಉದ್ಭವಿಸಿದ ಅಗ್ನಿಜ್ವಾಲೆಯಂತೆ ಬಡವರ ಕುಲವಂದಹಿಸ್ಯಾರು. ಆಕಾರದಲ್ಲಿ ಸೌಮ್ಯರಂತೆ ತೋರುವ ಈ ಅರಸುಗಳಲ್ಲಿ ಇಂಥಾ ದೋಷ ಉಂಟೇಎಂದರೆ, ಅಕಾಲ

ಪುಷ್ಪವು ನೋಡುವವರಿಗೆ ರಮಣೀಯವಾಗಿ ಕಂಡರೂ ಪ್ರಜಾಪೀಡಾ ಸೂಚಕವಾದುದರಿಂದ ಶಿಷ್ಟಗ್ರಾಹ್ಯವಲ್ಲದೆ ಇರುವದು.

(4) ಎನಗತ್ಯಂತಪ್ರತಾಪಂಗತುಳ ಗಜಹಯಾ ರೋಹಣಾರೂ
ಢಸಂಪ್ರೌ
ಢಿನಿಯುಕ್ತಂಗೀಹಯಾರೋಹಣದೊಳವನಿದೇಂಭೀತಿಯಂ
ಕೇಳ್ವನೆಂಬೀ
ಮನವಂನೀಂಮಾಡದಿರ್ವ್ಯಗ್ರತೆಯುನುಳದು ಸಂದಿಗ್ಧಕಾರ್ಯಂ
ಗಳಂಪೆ
ಳ್ಳನೆಮಾಳ್ಪೊಂದಂಗಮೆನ್ನೀಬಗೆ ಗಭಿಮತಮಾಗಿರ್ಪುದೈ
ರಾಜಪುತ್ರಾ.

(5) ಅಯ್ಯಾ ಪ್ರಭುವರನೇ, ಶತೃಗಳ ಜಯಕ್ಕೆ ಉಪಾಯತ್ರಯಂಗಳೊಳುಮುಖ್ಯವು, ದಂಡೋ ಪಾಯವೆಂಬುವದು ಮಧ್ಯಮವು ಎಂದು ಹೇಳಿದ ಮಾತಿಗೆ ನೀನುಅನ್ಯಥಾ ತಿಳಿಯುವನಾದೆ. ಇಂಥಾ ಹೀನಸಂಧಿಯಂನಿನ್ನ ವಶವರ್ತಿಗಳಾದವರಾದರೂ ಮಾಡತಕ್ಕದ್ದಲ್ಲ. ಈ ಅರ್ಥಕ್ಕೆ ನಾವು ಹೇಳಬಂದವರಲ್ಲ, ತಪ್ಪಾ ಯೋನ್ಯಾಯವಂಹೇಳಲು ಬಂದೆವು.

(6) ಹೃದಯವಿದಿರ್ತೆರನಾಯ್ತೆನ
ಗೊದವಿದಕಾರ್ಯಗಳ ಭಿನ್ನದೇಶತೆಯಿಂದಂ
ಇದಿರೊಳಹ ಶೈಲವಂತಾ
ಗಿದತಟನಿಯಪೂರವೊಡೆಯುತೆರಡಾಗುವವೊಲ್.

(7) ಜಾತಿವೀರರು ಸಾವಭೀತಿಗಂಜಾಳವರೇ
ಜಾತಸ್ಯ ಮರಣಂ ಧ್ರುವವೆಂಬುದಿರಲು
ಯಾತಕಂಜುವರು ಸರ್ವಜ್ಞ

WEDNESDAY, 23RD NOVEMBER, 10 A.M. TO 1 P.M.

MALAYALAM: TEXT-BOOKS AND GRAMMAR.

I. (1) "ആട്ടക്കഥ" ആദ്യം ഉണ്ടാക്കിയത ആർ? ഇതുണ്ടാകുവാൻ കാരണം എന്തെന്നാണ കേട്ടിട്ടുള്ളത?

(2) ഏതെല്ലാം കഥകളാണ കോട്ടയത്തുരാജാവു കഥകളിമട്ടിൽ എഴുതിയിരിക്കുന്നത? ൟ കഥകളിൽ ഏതെങ്കിലും ചില കഥകൾ വേറെ ആരെങ്കിലും കഥകളി മട്ടാക്കീട്ടുണ്ടൊ? ഉണ്ടെങ്കിൽ ആരെല്ലാം? ഏതെല്ലാം കഥകൾ?

(3) കല്യാണസൌഗന്ധികത്തിലെ പ്രധാന വേഷങ്ങളെയും പ്രധാന രസങ്ങളെയും നായകീനായകന്മാരെയും പറക.

(4) കൃഷ്ണപ്പാട്ടിനെപ്പറ്റി നിങ്ങളുടെ അഭിപ്രായം എന്ത? ഇതിൽ പറയുന്ന കഥ ഏതൊരുപുരാണത്തിൽനിന്ന എടുത്തതാണ? ൟ കഥയെത്തന്നെ വേറെ ആരെല്ലാം ഏതെല്ലാം വിധത്തിൽ എഴുതീട്ടുണ്ട?

(5) ഭാരതം കിളിപ്പാട്ടാക്കിയ കവിയെപ്പറ്റി നിങ്ങൾ അറിയുന്നതിനെ ചുരുക്കി എഴുതുക.

II. താഴെകാണുന്നവയുടെ അൎത്ഥം എളുപ്പത്തിൽ മനസ്സിലാകത്തക്കവണ്ണം നല്ലവാചകങ്ങളിൽ എഴുതുക.

(1) വൃത്തംവൃത്രാരിസൂനൊൎമ്മുനി തിലകമുഖാ ദേവമാകൎണ്ണ്യ മോദാൽ, പാൎത്ഥാസ്തീൎത്ഥാഭിഷേകപ്ര

ണിഹിതമനസഃപ്രസ്ഥിതാഗ്നേസ്സനസാകം, ഗോത്രാ
സത്രാശനാനാം തതിഭിരപിസമം സഞ്ചരന്തസ്സ
മന്താൻ, സച്ഛപ്രച്ഛായ വൃക്ഷപ്രചുരമുനിവനം
വാക്ഷ്യപപ്രച്ഛരേനം.

(2) ആയാസഹീന മതിഘോരഗദാസഹായ
മായാന്തമാശ്രു ഹനുമാൻ ഭുജശക്തിമന്തം
രാമംസ്മരൻസസുഖ മത്രതപഃപ്രകമ്പ്യൻ
ഭീമംസമീക്ഷ്യസമചിന്തയദേവമന്തഃ.

(3) ദുശ്ശാസനൻെറരുധിരം ആശ്വാസമോടെ
ബഹുപീത്വാകരേണ മുഹുരാശേവദാരകച്ചമുത്തം
സയാമൃഹം.

(4) മേനിയില്ലുള്ളൊരു നീലക്കളങ്കംകൊണ്ടോ
നനത്തുല്യതവന്നുകൂടാ എന്നല്ലേതിങ്കളെ ചൊല്ലുന്നി
തെല്ലാരും എന്നതുമിന്നിപ്പോൾ പൊയ്യാകുന്നു കഞ്ജ
ളമാണ്ടൊരു കണ്ണനീർതന്നിലെ മജ്ജനംചെയ്തു കിട
ക്കയാലെ

മാനിനീതന്നുടെ ആനനംതന്നോടു
നേരൊത്തുനിന്നു വാരിജങ്ങൾ
മാണ്പെററുനിന്നൊരു രാവെല്ലാംതങ്ങളെ
കൂമ്പാതെകൊള്ളുവാൻ വല്ലമാകിന

III (1) രണ്ടാമത്തെ ചോദ്യത്തിൽ (a) എന്നശ്ലോകത്തിൻെറ വൃത്തം എന്ത? ഠരം വൃത്തത്തിൻെറ ലക്ഷണം എഴുതുക.

(2) "ഷണ്ഡോഭംഗം" എന്നുവെച്ചാൽ എന്ത?

ഇതിന്നു ഒരുദാഹരണം കല്യാണ സൌഗന്ധിക ത്തിൽനിന്നു എടുത്തെഴുതുക.

(3) താഴെ കാണുന്ന സമാസപദങ്ങളെ വിഗ്രഹിച്ചൎത്ഥം പറക

(a) സുഹൃദനുജതനയ ഗുരുജന പിതൃപിതാമഹന്മാർ (b) നിൻചലലോചന നിജ്ജിതമമധുരിമസഞ്ചിതഭയചലദഞ്ചിതകമലെ. (c) വിയോഗദാവാനലതപ്യമാനാൻ. (d) ശാതോദരീചടുല ചാരുകടാക്ഷപാതപാഥേയം. (ഇവ ഇന്നിന്ന സമാസങ്ങൾ എന്നും പറക)

IV. സ്നിഗ്ദ്ധൈരണ്യൈ സ്സുബഹു വിചരൻ വാനരേ
ന്ദ്രാത്തസഖ്യോ യുദ്ധേഹത്വാനിശിചരവരം സാ
ശരൌഘംകൃതാൎത്ഥഃ ബദ്ധ്വാമോദൈരഖിലസു മന
സ്സഞ്ചയൈര ഞ്ചിതോയം ശുദ്ധ്വാം കാന്താംരഘുപ
തിരിവാവാപശുദ്ധ്വാത്മികാംതാം.

ഇശ്ലോകത്തെ വ്യാഖ്യാനിച്ച അൎത്ഥം പറക

V (1) അമരകുല വരവംശഗണാധിപന്മാരുടെ
അംശമായുരുഭവിച്ചുണ്ടായഭീഷ്മരും

(2) മമനിധനമതിനുവിധിവിഹിതമിതു നിൎണ്ണ
യം മാനിനിയാകിയൊരംബാനിയോഗത്താൽ.

(3) അപ്പുരംതന്നുടെ പാലകനാകുന്നു,
മുപ്പുരംവെന്നുള്ള മുക്കണ്ണൻതാൻ

(4) ജലധിലംഘിച്ചുലങ്കയെ ജ്വലനാലസംഹരി
ച്ചതും ഞാൻ.

ഇവയിൽ സൂചിപ്പിച്ച കഥകൾ എഴുതുക

VI. (1) "ധനമെന്നുളളതനൎത്ഥപാത്രമത്രെ" ഇതിനെ കൃഷ്ണപ്പാട്ടിൽനിന്ന ഒരു കഥകൊണ്ട ദൃഷ്ടാന്തപ്പെടുത്തുക.

(2) "ആപത്തുവന്നടുത്തിടുന്നകാലത്തു
ശോഭിക്കയില്ലെടൊ സജ്ജനഭാഷിതം"

ഇതിന്ന ദൃഷ്ടാന്തമായിട്ട ഭീഷ്മപൎവ്വത്തിൽ വല്ല സംഗതിയും കാണുന്നുണ്ടൊ? ഉണ്ടെങ്കിൽ എന്ത

(3) ദ്രുപദൻ, ഭീഷ്മർ, കൃപർ, പ്രദ്യുമ്നൻ ഇവൎക്ക ഈ പേരുകൾ വരുവാനുളള കാരണം എന്ത?

VII. പഞ്ചമകൂജിതസുകോകിലെ പരമിഹദേവിസമംഗലെ കിഞ്ചനരത്നമനാകുലെ കിളിമൊഴിവതികശിലാതലെ

നിഞ്ചലലോചന നിൎജ്ജിതമധുരിമ
സഞ്ചിതഭയചല ദഞ്ചിതകമലെ.

ഇതിനെ അന്വയിക്കുക

VIII. സ്വയംവരത്തിന്നുവന്ന രാജാക്കന്മാർ രുഗ്മിണിയെകണ്ട ഭ്രമിച്ചുകാട്ടിയ ചാപല്യങ്ങളും കംസന്റെ മരണസൂചകങ്ങളായി കാണപ്പെട്ട ദുൎന്നിമിത്തങ്ങളും ഒട്ടും വിട്ടുപോകാതെ സ്വന്തവാചകത്തിൽ എഴുതുക

IX. രുഗ്മിണിയുടെരോമാളിയെകുറിച്ചുളള രാജാക്കന്മാരുടെ വൎണ്ണനയും നൃഗമോക്ഷം കഴിഞ്ഞതിൽ പിന്നെ ശ്രീകൃഷ്ണൻതന്റെമക്കൾക്കഉപദേശിച്ചധൎമ്മോപദേശവും പുസ്തകത്തിൽനിന്നു എടുത്തെഴുതുക

X. (1) അലങ്കാരം എന്നാൽ എന്ത?

(*a*) രൂപകാതിശയോക്തി; (*b*) അപ്രസ്തുത

പ്രശംസ; (*c*) അൎത്ഥാന്തരന്യാസം; (*d*) അസംഗതി. ഈ അലങ്കാരങ്ങൾക്ക ഒരൊ° ഉദാഹരണം എഴുതുക.

(2) ഉല്പ്രേക്ഷ, ഉപമ ഇവ തങ്ങളിൽ ഉള്ള ഭേദത്തെ ഉദാഹരണങ്ങളെകൊണ്ട കാണിക്കുക.

WEDNESDAY, 23RD NOVEMBER, 2 TO 4 P.M.

MALAYALAM: TRANSLATION.

I. **Translate into Malayalam :—[*See Urdu Translation paper, page* clxxiii.]**

II. **Translate the following into English:**

(1) നാരിമാർമൌലിയാംബാലയെക്കണ്ടപ്പോൾ ആരണൻതൻമുഖം മെല്ലമെല്ലെ, തെമ്പാതെനിന്നുള്ള തിങ്കളെക്കണ്ടുള്ളൊരാമ്പലെപ്പോലെ ചമഞ്ഞുകൂടി. രുഗ്മിണിതന്നുടെ ലോചനമാലകൾ വിപ്രവരങ്കൽ ചരിച്ചിതപ്പൊൾ; കുമ്പിമയങ്ങിന വാരിജംതന്നിൽനി — ന്നാമ്പലിൽചാടുന്ന വണ്ടുപോലെ ദീനതപൂണ്ടൊരു മാനിനിതന്നുടെ മാനസംതന്നിലുഴന്നുനിന്നു. കല്പമായുള്ളൊരു കാററിനെയേറെറാരു മുല്ലയാംവല്ലികളെന്നപോലെ എണ്ണമില്ലാതൊരു കൌതുകംപൂണ്ടിട്ടു കണ്ണുകൾരണ്ടും വിരിഞ്ഞിതപ്പോൾ. ഭൂതലംതന്നിൽനിന്നാതങ്കംപൂണ്ടുള്ള പൂമേനിതാനേ യെഴുന്നുടങ്ങി; ദൃഷ്ടികൾചെന്നവൻ നാവിന്തലക്കലെ പെട്ടെന്നുചെന്നു തറച്ചുനിന്നു;· എന്തിവൻ ചൊല്ലുന്നതെന്നങ്ങുചിന്തിച്ചു വെന്തുവെന്തങ്ങവൾ നിന്നനെരം, നഖമായു

ളെളാ രംഭ്യജന്തന്നുളളിൽ നന്മൊഴിയായൊരു തേനെഴുന്നു ചിന്തപൂണ്ടീടുന്ന സന്താപംവേറിട്ടു സന്തോഷംപൂണ്ടാളങ്ങായവണ്ണം. ഏറപ്പറഞ്ഞിട്ടു കാലംകളയേണ്ട തേറുകവേണ്ടുഞാൻ ചൊന്നതെല്ലാം; കാലത്തുവന്നുനിൻ പാണിതലംതന്നെ ചാലപ്പിടിക്കുമമ്മാധവൻതാൻ. ആരണൻതന്നുടെത്തുമൊഴിയിങ്ങിനെ നാരിമാർമൗലിതാൻ കേട്ടനേരം, ഉള്ളിൽനിറഞ്ഞൊരുസന്തോഷംതന്നിലെ കൊള്ളാഞ്ഞുനിന്നു വഴിഞ്ഞുപിന്നെ പുഞ്ചിരിയായിട്ടുംകണ്ണുനീരായിട്ടും ചെഞ്ചെമ്മെത്തൂകിത്തുടങ്ങീതപ്പോൾ.

(2) മന്ദാക്ഷഭാവംകൊണ്ടും പ്രേമാനുരാഗംകൊണ്ടും സുന്ദരിസുഭദ്രയും കുമ്പിട്ടാളപ്പോൾതന്നെ. കാൽവിരൽക്കൊണ്ടു ഭൂവിവരച്ചുവരച്ചുടൻ കൊൾമയിർകൊണ്ടുചെറ്റുവിറച്ചുവിറച്ചേവം നില്ക്കുന്നസുഭദ്രയിൽ ചെല്ലുന്നചിത്തംതന്നെ നില്ക്കുന്നുവിലക്കീട്ടു പിന്നെയുംചൊന്നാൻ പാർത്ഥൻ; ഞാൻതന്നെധനഞ്ജയ നാകുന്നതറികനീ താൻതന്നെവരിക്കേണമെന്നെയെന്നറിഞ്ഞാലും. പിന്നെപ്പോയില താഗൃഹംപുക്കിതുധനഞ്ജയൻ കന്യകാസുഭദ്രയും മന്മഥാതുരയായാൾ. ശില്പമായിരിപ്പൊരുപുഷ്പതല്പത്തിന്മേൽചെ—ന്നത്ഭുതാംഗിയും വീണുമോഹിച്ചാളത്തുനേരം.

(3) സ്ഥാനമാനങ്ങൾ ചൊല്ലിക്കലിഹ:ച്ച
നാണംകെട്ടു നശിക്കുന്നിതുചിലർ
മദമാത്സര്യം ചിന്തിച്ചുചിന്തിച്ചു

മതിയുംകെട്ടു വീക്കുന്നിതുചിലർ
ചഞ്ചലാക്ഷിമാർ വീടുകളിൽപുക്കു
കുഞ്ചിരാമനാ യാടുന്നിതുചിലർ ;
കോലകങ്ങളിൽ സേവകരായിട്ടു
കോലംകൊട്ടി ഞെളിയുന്നിതുചിലർ ;

... ...

എണി എണി കുറുകുന്നിതായുസം
ണ ണ സ്സ
മണ്ടിമണ്ടിക്കരേറുന്നു മോഹവും.

(4) പീഴുന്ന ഒരു വസ്തുവിന്റെ വേഗത മേൽ
കുമേൽ വദ്ധിക്കൾപോലെ വിടക്കായ്യോകുന്ന ഒരു
പ
മനുഷ്യനും വല്ലായ്യയിലും വികൃതിയിലും മേ ലമേൽ
മ കൾ
വദ്ധിച്ചു എത്രയൊ വേഗത്തിൽ നശിച്ചുപോകും.
കപ്പൽ യാത്രക്കാരും വനചാരികളും ചിലപ്പോൾ
ചില മായക്കാഴ്ചകളെ ആകാശത്തിൽ കാണുംപ്രകാ
രം പലമനുഷ്യരുടെ ഊഹങ്ങളും ആഗ്രഹങ്ങളും ഒരി
ക്കലും നിവൃത്തിയായിവരാതെ കാൎയ്യംപിടിപ്പാൻ
പോകുന്നേരം എല്ലാം മായാനിൎമ്മിതമത്രെയെന്നു
വ്യസനത്തോടെ കണ്ടറിയും. ക ണ്ടായാലും വെ
ണ്ണു
ളിച്ചം എന്നിയെ ഒന്നും കണ്ടുകൂടാത്തപ്രകാരം മനു
ഷ്യനു ബുദ്ധിയും ജ്ഞാനവും ഉണ്ടായാലും ഒന്നാ
മതു അതിനെ പ്രകാശിപ്പിക്കുന്ന ദിവ്യവെളിപ്പാടു
കൂടാതെ അവർ ഇരുട്ടിൽ തപ്പി തപ്പി നടക്കേയുള്ളു
വാഷ്പവിന്ദുക്കളിൽ വിളങ്ങുന്ന സൂൎയ്യന്റെരശ്ശിയാൽ
മ
ഉളവായ ആകാശവില്ലു മഴതീരുമ്പോൾ നീങ്ങിപ്പോ
യിട്ടും ആ തുള്ളികളിൽ ശോഭിച്ചിരുന്ന ആദിത്യൻ

ഇനിയും പ്രകാശിക്കുന്നവല്ലോ. അവ്വണ്ണം മനുഷ്യാ ത്മാവു ശരീരത്തെ ജീവിപ്പിച്ചു ശേഷം ഒരു ശരീരം കേട്ടുപിടിച്ചാലും ആത്മാവു ഹാനിക്കുടാതെ നിത്യം നിലക്കും.

WEDNESDAY, 23RD NOVEMBER, 4.5 TO 5.5 P.M.

ORIGINAL COMPOSITION IN VERNACULAR LANGUAGE.

Write an Essay on—

The influence of climate on national character,

or

The causes by which the language of ordinary life is modified.

OPTIONAL BRANCHES.

BRANCH I.

MONDAY, 16TH JANUARY, 10 A.M. TO 1 P.M.

EUCLID, ALGEBRA AND THEORY OF EQUATIONS.

I. If two straight lines cut one another in a circle the rectangle contained by the segments of the one is equal to the rectangle contained by the segments of the other.

Through either point of intersection of two given circles draw a straight line to cut the circles so that the rectangle contained by the segments may be equal to a given square.

II. Similar triangles are to one another in the duplicate ratio of their homologous sides.

A point D is taken on the bisector of the angle BAC of a triangle ABC, so that AD is a mean proportional between BA and AC. Prove that BA : AC is in the duplicate ratio of BD : DC, and that if A move on a circle through B and C the locus of D is also a circle.

III. If a straight line stand at right angles to each of two straight lines at their point of intersection, it is also at right angles to the plane which passes through them.

The opposite edges of a tetrahedron are equal. Prove that the line joining the middle points of any pair is perpendicular to both.

IV. Prove that if neither of two consecutive numbers be divisible by 3, their sum must be: and that if an even number be expressed in a scale of odd radix (i.) the sum of its digits must be

even (ii.) the difference between the sums of the digits in the even and in the odd places must be even.

V. Given one solution of $ax - by = c$ in positive integers, find the general solution.

Find the least number which when expressed in scale 3 and in scale 4 has 1 for its last two digits.

VI. Find the present value of an annuity to continue a certain number of years, allowing compound interest.

A person has £5,000 invested at 4 p. c. and he spends £250 a year; in how many years will he be bankrupt?

log 2 = ·30103. log 13 = 1·11394.

VII. Sum to n terms the following series:

(a) $1 + n + \dfrac{n(n+1)}{1.2} + \dfrac{n(n+1)(n+2)}{1.2.3} + \ldots\ldots$

(b) $1^2 + 2^2 + 3^2 + \ldots\ldots\ldots\ldots$

(c) $1.n + 2(n+1) + 3(n+2) + \ldots\ldots\ldots\ldots$

VIII. Solve the equations:

(a) $x + \dfrac{1}{y} + \dfrac{1}{z} = y + \dfrac{1}{x} + \dfrac{1}{z} = z + \dfrac{1}{x} + \dfrac{1}{y} = a.$

(b) $x^6 - 6x^5 + 2x^4 + 24x^3 + 2x^2 - 6x + 1 = 0.$

(c) $x^5 + 6x^4 - 16x^3 - 114x^2 + 63x + 540 = 0$ whose roots are commensurable.

IX. If a root of an equation with rational coefficients be of the form $a + \sqrt{\beta}$ then $a - \sqrt{\beta}$ must also be a root.

Solve the equation $x^4 - 4x^3 + 5x^2 - 12x + 6 = 0$ one of whose roots is of the form $a + \sqrt{a}$.

X. Prove that a biquadratic equation may be solved as a quadratic when (i.) the sum of one pair of roots is equal to the sum of the other pair (ii.) the product of one pair of roots is equal to the product of the other pair

Find the relation between the coefficients in both these cases and solve $x^4 - 2x^3 - 9x^2 + 10x - 2 = 0.$

XI. Prove that

$$f'(x) = \frac{f(x)}{x-a} + \frac{f(x)}{x-b} + \ldots\ldots\ldots\ldots$$

where $a, b, c, \ldots\ldots\ldots\ldots\ldots$ are the roots of $f(x) = 0$.

Deduce the condition that an equation may have equal roots.

If a, β, γ, be the roots of $x^3 + qx + r = 0$, form the equation whose roots are $a - \dfrac{\gamma^2}{\beta}$, $\beta - \dfrac{a^2}{\gamma}$, $\gamma - \dfrac{\beta^2}{a}$, and find the condition that it may have equal roots.

MONDAY, 16TH JANUARY, 2 TO 5 P.M.

GEOMETRICAL CONICS AND TRIGONOMETRY.

I Define a conic.

If the normal at any point P of a conic meet the axis in G, show that SG : SP = eccentricity.

Hence show that the diameter of curvature at the vertex is equal to the latus rectum.

II. If two chords of a parabola drawn in given directions intersect, the ratio of the rectangles of the segments is constant.

A circle touches a parabola at P and cuts it again at Q and R. The diameters of the parabola at Q and R cut the circle again at Q′ and R′ Show that Q′ R′ is parallel to the tangent at P.

III. One focus and a tangent of a central conic being given in position, find the locus of the other focus in each of the following cases :—(1) given the length of the major axis ; (2) given the length of the minor axis ; (3) given another tangent in position ; (4) given a point on the curve.

IV. If the tangent at any point P of an hyperbola meets the asymptotes at L and l, show that Ll is bisected at P.

If the normal at P cut the axes at G and g, show that L, l, G and g are in the circumference of a circle.

V. Given two sides of a plane triangle and the angle opposite to one of them find the third side.

When will there be two triangles satisfying the given conditions ?

If $a = 2$, $c = 7$, and L sin A = 9·154902, find C ; log 7 being ·845098

VI. O is the centre of the inscribed and P, Q, R the centres of the escribed circles of the triangle ABC. Show that the circumference of the circle described round ABC bisects OP, OQ and OR, and that its diameter is equal to the radius of the circle circumscribed about PQR.

Show that the area of the triangle PQR

$$= \frac{abc}{2s} \left(\cot\frac{A}{2} + \cot\frac{B}{2} + \cot\frac{C}{2}\right).$$

VII. Deduce from DeMoivre's Theorem the series for $\sin\theta$ and $\cos\theta$ in ascending powers of θ.

Show that $\log(a + ib) = \frac{1}{2}\log(a^2 + b^2) + i\tan^{-1}\frac{b}{a}$.

Hence show that

$$\tan^{-1}\frac{x\sin\theta}{1 + x\cos\theta} = x\sin\theta - \frac{x^2}{2}\sin 2\theta + \frac{x^3}{3}\sin 3\theta - \&c.$$

VIII. Express $\cos n\theta$ in a series of descending powers of $\cos\theta$, when n is a positive integer.

IX. Find the cosine of an angle of a spherical triangle in terms of its sides.

If θ be the arc of a great circle drawn from A at right angles to the side BC of a triangle ABC, show that

$\sin\theta \sin a = \sin b \sin c \sin A$.

What is the corresponding relation in plane triangles?

X. Find the angular radius of the small circle described about a triangle, and express it in terms of the sides.

If the triangle be equilateral, O the centre of the circle, R its radius, and P any point in its circumference, show that

$$\cos PA + \cos PB + \cos PC = 3 \cos^2 R.$$

XI. Find the area of a spherical triangle, and obtain an expression for the spherical excess of a triangle in terms of two sides and the included angle.

TUESDAY, 17TH JANUARY, 10 A.M. TO 1 P.M.

ANALYTICAL GEOMETRY AND DIFFERENTIAL CALCULUS.

I. The equations to the sides of a triangle are $7x + y = 10$; $x + y + 2 = 0$; $x - 2y + 5 = 0$: find the equations to the lines through the angular points perpendicular to the sides, and show from the equations that they meet in a point

II. Find the condition that the straight line $y = mx + n$ should touch the circle $x^2 + y^2 + 2gx + 2fy + c = 0$, and hence find the equation to the tangents from the origin to this circle.

Find the equation to the circle whose centre is (3, 4) and which touches the line $5x + 12y + 2 = 0$.

III. Show that the locus of the middle points of a system of parallel chords of a parabola is a straight line.

Find the equation to the chord whose middle point is (h, k).

Chords of a parabola are drawn through a fixed point on the axis: show that the locus of their middle points is a parabola.

IV. Find the polar equation to an hyperbola referred (1) to centre as pole, (2) to focus as pole, the transverse axis being the initial line.

If PP′ be a chord through the centre, and QQ′ the parallel focal chord, show that QQ′ varies as the square of PP′.

V. Draw the curves

(1) $7x^2 - 20xy - 3y^2 + 41x + 9y - 6 = 0$.

(2) $xy + 4x - 2y = 0$.

(3) $x^2 - 8xy + 16y^2 + 4x + y - 6 = 0$.

VI. Define a differential coefficient and investigate, from the definition, the differential coefficients with regard to x of $\tan x$, $\tan^{-1} mx$.

Differentiate with regard to x the expressions
$\sqrt{(x^2 - ax + a^2)} \div \sqrt{(x^2 + ax + a^2)}$, $\sin \log \tan x$, $e^{\sin x} \cos x$.

VII. Write down Taylor's Theorem, and deduce from it Maclaurin's Theorem.

Expand $e^{a \tan^{-1} x}$ to four terms in powers of x, and, if p_r be the coefficient of x^r, prove that $(n + 1) p_{n+1} + (n-1) p_{n-1} = a p_n$.

VIII. If $f(a) = 0$ and $\phi(a) = 0$, show how to find the ultimate value of the fraction $f(x) / \phi(x)$ as x approaches the value a.

Find, the ultimate value of

$$(\sec x)^6 \div e^{\tan x} \text{ when } x = \tfrac{1}{2}\pi; \text{ and of } \left(\sin \frac{\pi}{x}\right)^{\frac{1}{2-x}} \text{ when } x = 2.$$

IX. Show how to determine, and to distinguish between, the maxima and minima values of a function of one variable.

Find the maximum value of $(x-a)^2 (x-b)$ first when $a > b$, next when $a < b$ What happens if $a = b$? Illustrate your answer by diagrams of the curve $y = (x - a)^2 (x - b)$ in the three different cases.

X. Find the equations to the tangent and normal at the point (x, y) of the curve $f(x, y) = 0$.

Prove that the locus of the feet of the perpendiculars from the origin on the tangent to the curve $ay^2 = x^3$, is given by the equation $27y^2 (x^2 + y^2) = 4ax^3$.

XI. What is the *curvature* of a curve and how is it measured? Define the terms *circle of curvature, radius of curvature.*

With the usual notation prove that $\rho = r \dfrac{dr}{dp}$

Given that in a certain curve $p = r \sin \dfrac{s}{a}$, find the radius of curvature in terms of r and p.

XII. Find the asymptotes of the curve whose equation is

$$(x - a)^2 y = (y - b)^2 x.$$

Show that the points where the asymptotes meet the curve all lie on the straight line which touches the curve at the origin.

Show that the curve has a double point, and find the directions of the tangents there. Draw the curve.

Trace the curve $r \cos 2\theta = a$.

TUESDAY, 17TH JANUARY, 2 TO 5 P.M.

DYNAMICS.

(Full marks will be awarded for answering three-fourths of the paper.)

I. (1) Define acceleration, kinetic energy and work.

(2) Find the space passed over in time t by a particle starting with an initial velocity u and under the influence of a uniform

acceleration f; and show that the increase in the kinetic energy of the particle is equivalent to the amount of work done upon it.

(3) A particle falls freely from A and a second particle is allowed to fall from B vertically below A when the first particle is half-way between A and B. When and where will they be together?

II. Enunciate the parallelogram of velocities. A train travels at the rate of 27 miles an hour. Rain is falling vertically, but owing to the motion of this train, the drops appear, as they fall past the windows, to make an angle $\tan^{-1}\frac{6}{5}$ with the vertical. Find the velocity of the rain-drops.

III. What is the gravitation unit of force and what the absolute unit of force?

Will a spring balance be advantageous or otherwise to a merchant buying goods in England and selling them at Madras?

IV. Prove that the path of a projectile is a parabola, and find the latus rectum of the path, the time of flight and the velocity at any point.

If a particle impinge perpendicularly on a plane through the point of projection inclined at an angle of 30° to the horizon, show that its range on the plane is $4h$, where $\sqrt{7gh}$ is the velocity of projection.

V. Explain the terms foot-pound, foot-poundal and horse-power.

Find the horse-power of a locomotive which moves a train of 150 tons at the rate of 25 miles an hour on a road where the resistances amount to 1-30th of the weight.

VI. To one end of a string hanging over a pulley a mass of 8 ounces is attached and to the other end two masses of 3 and 7 ounces. The masses are allowed to move for 6 seconds, and then the 3 ounce mass is removed. Find how long and how far the 7 ounce mass will continue to descend.

VII. Show that the algebraical sum of the moments of two parallel forces acting on a rigid body about any point in their plane is equal to the moment of their resultant. Find also the directions and magnitude of the resultant.

VIII. (1) Find the centre of inertia of the perimeter of a triangle.

(2) Give a geometrical construction for finding the centre of inertia of a quadrilateral.

(3) A pyramid the base of which is a square and the faces equal isosceles triangles is placed in the circumscribing spherical surface. What must the vertical angle of the triangular faces be that the pyramid may rest in any position.

IX. One body of mass m and velocity u impinges directly on another of mass m' and velocity u'. Determine the motion after impact.

A particle is projected from a point at the foot of one of

two parallel vertical smooth walls, so as after three reflections at the walls to return to the point of projection, the last incidence being direct. Prove that $e^3 + e^2 + e = 1$.

X. A particle of mass m describes a circle of radius a with uniform velocity v under the action of a force tending to the centre; find the relation between the force and the velocity.

A heavy particle is placed very near the highest point of a smooth vertical circle; find the latus rectum of the parabola which it describes after leaving the circle.

XI. (1) A pendulum which beats seconds at one place gains 4 beats an hour at another. Compare the weights of the same masses at the two places.

(2) A particle falls from a cusp down the arc of a smooth cycloid whose axis is vertical and vertex downwards. Find its pressure on the curve at the vertex.

XII. Find the moment of inertia of

(1) a rod about an axis through the end perpendicular to the rod;

(2) a circle about an axis through the centre perpendicular to its plane;

(3) a circle about a diameter.

Wednesday, 18th January, 10 a.m. to 1 p.m.

HYDROSTATICS AND OPTICS.

I. (1) Define *Specific gravity*, and show how to find the specific gravity of a solid which is (a) lighter than water, (b) soluble in water.

(2) A spherical bubble composed of matter whose sp. gr. is S, and filled with gas of sp. gr. s just floats in air of which the sp. gr. is σ. Determine the thickness of the bubble.

II. (1) Distinguish between *whole pressure* and *resultant pressure* of any liquid on a surface in contact with it. Will either of them vanish in any case?

(2) Find the position of the centre of pressure of a rectangular lamina wholly immersed in a liquid, with its plane vertical, (a) when one side is in the surface, (b) when the upper side is parallel to the surface at a given depth below it.

III. (1) State the laws of Boyle and Charles, and hence show that $pv \propto t$, where p, v, and t denote the pressure, volume and absolute temperature of a given quantity of gas.

(2) Two spherical condensers contain equal quantities of air. If their diameters be 20 and 21 inches, and their temperatures 46°C. and 95·6°C. respectively, show that their pressures are almost the same.

IV. (1) Describe the mercurial barometer and explain how the readings are affected by changes of temperature.

(2) If the radii of the tube and of the basin of a barometer be 1 and 3, and the index shows, at sight, the height of the mercury in the tube above that in the basin; prove that the inch upon the scale is to the real inch as 8 : 9, the thickness of the glass being neglected.

V. If, in an ordinary air pump, the piston cannot traverse the whole length of the cylinder, prove that the quantity of air pumped out in 2 strokes will be $\frac{C}{B}\left\{1-\left(1+\frac{B}{A}\right)^{-2}\right\}$ where A, B, C, represent the volumes of the receiver, cylinder and of the part traversed by the piston.

VI. (1) A luminous point is placed between and at equa distances from two parallel plane mirrors : show that the images formed by successive reflections at the mirrors are equidistant from each other.

(2) Trace the pencil by which an eye in a given position sees the third image behind either of the mirrors.

VII. (1) Prove the formula for refraction at a spherical surface, $\frac{\mu}{v}-\frac{\mu_0}{u}=\frac{\mu-\mu_0}{r}$ where μ and μ_0 are the refractive indices of the two media.

(2) AB is the diameter of a thin glass sphere ($\mu = \frac{3}{2}$) filled with water ($\mu = \frac{4}{3}$) What will be the apparent position of a luminous point Q placed so as to divide AB in the ratio of 3 . 1 to an eye placed in AB produced ?

VIII (1) Find the minimum deviation of a ray passing through a prism in a principal plane

(2) If μ and μ' be the refractive indices of the substances composing two prisms of equal angles, and D and D′ be the minimum deviations of rays refracted through them, then $\sin \frac{1}{2}(D - D')$ $= \mu' \sin \frac{D}{2} - \mu \sin \frac{D'}{2}$

IX. Q and q are the conjugate foci of a pencil refracted directly through a thick double convex lens. Determine the position of each of these points when the other point is at infinity. If the lens be equi-convex, and the thickness (t) of the lens equal to the radius of curvature of either surface, show that the focal length of the lens is $\frac{6}{5}t$, μ being equal to $\frac{3}{2}$.

X. Explain the nature of the indistinctness due to chromatic aberration, when a single lens is used as the eye-piece of an astronomical telescope. Find the condition of achromatism for an eye-piece formed of two lenses of the same kind of glass.

WEDNESDAY, 18TH JANUARY, 2 TO 5 P.M.

ASTRONOMY.

(Full marks will be awarded for answering about five-sixths of this paper.)

I. Explain what is meant by the terms *equator*, *parallel of a star*, *prime vertical*, *culminate*.

State and explain the different methods of fixing a star's position.

When the hour angle of a star is 6h. its altitude is a_1, and when the star is on the prime vertical its altitude is a_2. Show that if δ be the declination of the star, $\sin^2\delta = \sin a_1 \sin a_2$.

II. Explain how the apparent motions of the stars are accounted for by the rotation of the earth. State the proofs for the rotation of the earth.

III. Explain a method of finding the position of the First Point of Aries. Is it a fixed point? What is meant by (1) the *Right Ascension of the Meridian*; (2) the terms *perigee, apogee, apse line?*

What is the inclination of the ecliptic to the horizon at a place in latitude 51°46′ N. at midnight, Dec. 21?

IV. What is the equation of time? Distinguish between a tropical year and a sidereal year?

Show how to convert sidereal time at a place into mean solar time. Convert 23h 29m 49s. 23 sidereal time at Madras into mean solar time, having given the sidereal time at the previous Greenwich mean noon = 13h 38m 52s. 23, the retardation of mean on sidereal time in 24 hours = 3m 55s. 9, and the longitude of Madras = 5h 20m 57s.0 E.

V. Explain generally how the position of a heavenly body is affected by (1) refraction, (2) aberration. How is aberration produced? What is the constant of aberration?

VI. Explain (1) how the difference of longitude of two places connected by telegraph may be accurately determined; (2) a method of finding the longitude depending on observations of the moon.

VII. Explain generally, with the aid of a diagram, the changes of phase in the moon What are the librations of the moon, and how are they caused? The moon is observed to cross the meridian at 9 P.M. on a certain day. What is her age on that day?

VIII. State the elements of a planet's orbit. Give a general explanation of the apparent motion of an inferior planet.

IX. Explain generally any method of finding the distance of the sun from the earth. State approximately the value of the solar parallax and the distance of the sun in miles.

X. What is the general appearance of a comet? By what elements is the orbit of a comet defined?

What is meant by the annual parallax of a star? How is it determined?

BRANCH II.

MONDAY, 16TH JANUARY, 10 A.M. TO 1 P.M.

PHYSICS.

N.B.—*Candidates are requested to attempt only three full questions in each of the sections A, C, D, and E.*

A.

I. Define *elasticity* and *limits* of *elasticity*, and describe some instrument depending on elasticity of torsion.

II. Explain why a body at the equator has not the same weight as it would have if taken to one of the poles. How could the change in weight be determined by actual experiment?

III. Enunciate the laws of the oscillation of a simple pendulum. If the time of oscillation of a pendulum of length l and weight w be 1·6 secs., what will be the time of oscillation of another pendulum of length $1{\cdot}5l$ and weight $2w$?

IV. Describe an experiment to illustrate the principle that the pressure on the base of a vessel is entirely independent of the shape of the vessel. Show how you would calculate the change of pressure on the base of a vessel partly filled with water produced by floating on the water a solid whose specific gravity is less than unity.

B.

V. How has the velocity of sound been measured in (*a*) air, (*b*) water, (*c*) iron? Give the approximate result in each case.

VI. In what three ways can two musical sounds differ from each other? Give illustrations of each, and show how the differences can be measured.

C.

VII. What is meant by the *coefficient of linear expansion.* If the coefficient of linear expansion for iron is 0·0000122, what will be the volume at 0°C of a block of iron which had a volume of 2 cubic feet at 20°C.?

VIII. How are mercury and spirit thermometers graduated? Within what ranges of temperature can each be used?

IX. How does radiation differ from conduction? A white hot body is suspended inside a room by a stout copper rod and after a time it is found that it has acquired the temperature of the room. What has become of the heat?

X. What is meant by the *mechanical equivalent of heat,* and how has it been measured?

D.

XI. Describe a method for measuring the relative intensities of two lights.

XII. Explain, with the help of a figure, the multiple images seen when a candle is held between two parallel plane mirrors.

XIII. What is a lens? Explain the use of a double convex lens as a magnifying glass, showing by a figure how the rays of light reach the observer's eye.

XIV. Describe a spectroscope. How does the spectrum of sunlight differ from that of candle-light?

E.

XV. Describe the mariner's compass and explain the terms magnetic *meridian*, *declination*, and *dip*. Have the last two constant values?

XVI. Describe one form of frictional electric machine, and carefully explain its action.

XVII. Describe Bunsen's battery. How could you employ such a battery to obtain a steady light?

XVIII. State *Ohm's law*. Compare the currents flowing in a circuit when (i.) 5 cells each having a resistance of 2 units send a current through an external resistance of 100 units, and (ii.) 10 cells of the same kind but half the size send a current through a resistance of 50 units.

MONDAY, 16TH JANUARY, 2 TO 5 P.M.

CHEMISTRY.

I. What is meant by the empirical formula of a body, and how is it ascertained? What further steps are necessary for determining its molecular formula? Calculate the empirical and molecular formulæ of a body which has the following centesimal composition:—iron 34·4; chlorine 65·6; and which in the condition of vapor weighs 162·5 times heavier than an equal volume of hydrogen at the same temperature and pressure.

II. Give in the form of an equation the general law connecting the volume, pressure, and temperature of a given mass of a gas. What volume of oxygen at 68° F. and 850 mm. pressure can be obtained from 2452 grams of potassium chlorate?

III. State the laws of electrolysis discovered by Faraday, and describe the chemical changes occurring when an electric current flows from platinum electrodes through three cells containing solutions of copper sulphate, potassium iodide, and dilute sulphuric acid respectively.

IV. Name the six crystallographic systems in which all crystals can be arranged, and mention two or three of the most important forms belonging to each system. In what systems do the following bodies crystallize:—diamond, sulphur, the alums, quartz, common salt, saltpetre, copper, calcium carbonate? Are any of the above bodies dimorphous or isomorphous?

V. Give the equations representing the formation of the hydrogen compounds of chlorine, arsenic, bromine, antimony, iodine

phosphorus, fluorine, and nitrogen. Arrange the above compounds into natural groups, and compare the properties of the members of each group.

VI. Name the compounds of the following metals, which are commonly met with in ordinary life, or largely used in medicine.—iron, copper, mercury, lead, silver. Compare the properties of the chlorides, the nitrates, and the sulphates of the above metals with regard to (1) their solubility in water, (2) their behaviour when heated in the dry state in air.

VII. How would you prove that sulphur dioxide occupies the same volume as the oxygen it contains? This body may act either as an oxidizing or as a reducing agent. Write three equations illustrating each of these properties.

VIII. The metals copper, silver, and mercury are usually considered to constitute one group. Point out the resemblances upon which this classification is based, and likewise the chief differences between these three metals.

PRACTICAL EXAMINATION.

TIME—*Three hours.*

N.B.—*No credit will be given to conclusions, unless the evidence on which they are based is stated.*

I. Determine, as far as it is possible by applying dry tests, only, the nature of the powder marked A. (*Zinc oxide, lead iodide, ammonium chloride, red lead, potassium chlorate, barium nitrate.*)

II. Examine the substance marked B by dry and wet reactions, and determine the acid and the basic radicals it contains. (*Potassium bromide, potassium chlorate, litharge, strontium carbonate, magnesium carbonate, magnesium sulphate.*)

III. Examine in any way you please the solution marked C, and determine its composition. (*Hydrogen chloride, magnesium nitrate, water, hydrogen sulphate, hydrogen arsenate, stannic chloride.*)

BRANCH II. A.

TUESDAY, 17TH JANUARY, 2 TO 5 P.M.

MIXED MATHEMATICS.

I. Show how to find analytically the resultant of a system of forces acting on a particle

Three forces P, Q, R act on a particle in directions parallel to the sides of a triangle taken in order, the lengths of the sides being 3, 4 and 5 respectively. Find the direction of the resultant, and thence shew that if $5R = 4Q + 3P$ the resultant is at right angles to the side 5, and its magnitude $= \frac{1}{5}(4P-3Q)$.

II. A system of parallel forces P_1, P_2, &c.,—act at points in a straight line distant x_1, x_2, &c., from a fixed point in the line. Prove that if $\bar{x}$ be the distance of the point of application of the resultant, then $\bar{x} = \frac{\Sigma Px}{\Sigma P}$

A horizontal bar without weight 10 ft long is supported at its two ends. Weights of 1, 2, 3, 9 lb. are hung in order at intervals of one foot. Find the pressure on each support.

III. A system of forces is represented in magnitude and direction by OP_1, OP_2, ..OP_n. Show that the resultant of the forces is represented in magnitude and direction by nOG, where G is the centre of gravity of n equal particles placed at P_1, P_2, ..P_n.

IV. Define the terms moment and couple.

Prove that the algebraical sum of the moments of any two forces acting at a point about a point in their plane is equal to the moment of their resultant about that point. Extend this theorem to a system consisting of any number of forces in one plane acting at a point.

V. A circular board of radius r and mass 36 oz., is weighed by 8 small bullets placed symmetrically round its circumference. If the masses of the bullets be 1 oz., 2 oz , 3 oz . 8 oz., respectively, shew that the centre of gravity of the whole is at a distance $\frac{r}{18}\sqrt{4 + 2\sqrt{2}}$ from the centre.

VI. Two equal weights resting one on each side of a double inclined plane are connected by a string passing over a smooth pulley. If α, β be the inclinations of the planes to the horizon, θ, ϕ the angles which the string makes with the inclined planes prove that

$$\sin\alpha \cos\phi = \sin\beta\cos\theta.$$

VII. Enunciate Newton's three laws of motion, and thence prove that $P \propto mf$.

If the foot, pound, and second be taken as units of length, mass, and time, respectively, what must be the unit of force if $P = mf$?

If a yard and a minute be taken as units of length and time, and 10 lb. as unit of mass, find in what ratio the unit of force is changed if the equation $P = mf$ is still true.

VIII. In the case of a particle moving under the action of a constant force, prove that the change of kinetic energy is equal to the work done by the force.

IX. A balloon starts from the earth with a uniform acceleration of 32 ft. per second in a second. After 10 seconds a stone is dropped over the side. Find the height to which the stone will rise and the time it takes to reach the earth; and shew that when the stone is at its highest point the balloon is twice as high.

X. Two particles are projected at the same time up two in-

clined planes having a common horizontal line. If the particles are both projected in the same vertical plane and both reach their highest point at the same instant, prove that the line joining them always moves parallel to itself.

WEDNESDAY, 18TH JANUARY, 10 A.M. TO 1 P.M.

PHYSICS.

Students may attempt only three questions in A, three in B, and four in C.

A.

I. Explain clearly what is meant by the so-called "absolute" system of physical units. Give the B.A. absolute units of *Force, Momentum, Work, and Pressure*; and the dimensional equation for each.

II. State the principle of the *Vernier*, and show how to graduate a vernier to be used with a circle divided into half degrees, so that we may be able to read correctly to a minute.

III. The seconds pendulum at a certain place on the earth's surface is 39 2 inches. How many times will the same pendulum vibrate in an hour at another place where the force of gravity is one-fourth per cent. greater?

IV. (1) Explain how Atwood's machine may be employed to find the acceleration due to gravity at any place (2) If the *extra* weight on one side be 5 grains, what must the weight on the other side be in order that the heavier weight may fall through 1 metre in 1 second?

B.

V. Show how the ordinary diatonic scale may be built up by a succession of major triads · and deduce the vibration ratios between the notes of the scale from this.

VI. (1) I have two tuning-forks in unison; how may I make them produce beats, and how can we tell the number of vibrations by which they now differ? (2) If I strike a tuning-fork, hold it at. arm's length, and turn it round, I hear the sound vary in intensity Explain this fact. (3) Why is the tone of a tuning-fork purer than that of a vibrating string of the same pitch?

VII. Explain the relation between the nodes and loops in an open and in a closed organ pipe of the same length and size. How are the different harmonics of such pipes experimentally produced?

VIII. What are Lissajous' Figures? Sketch the figures given by two forks (i.) in unison, (ii.) differing by an octave; and give the mechanical reason why the figure gradually changes in each case.

IX. Explain clearly how the harmonics of two musical tones affect their concordance or discordance. How may we experimentally isolate the harmonics of a tone?

C.

X. Describe either Fizeau's or Foucault's method of experimentally measuring the velocity of light.

XI. (1) If μ be the index of refraction from air into glass, find an expression for the critical angle (for these media) in terms of μ.

(2) Prove the formula $\frac{1}{p} + \frac{1}{p'} = \frac{1}{F}$ for a double convex lens.

XII. Explain briefly but clearly the cause of (1) long sight, (2) short sight, (3) the single solid image seen in a refracting stereoscope. Give illustrative examples of effects due to *irradiation*, and to the *persistence of impressions on the retina.*

XIII. Show that if a mirror is turned through an angle θ, an image reflected by it is turned through an angle 2θ. Explain briefly the application of this in the sextant.

XIV. How can you tell (1) the optic axis in a rhomb of calc spar, (2) which is the ordinary and which the extraordinary image, (3) a principal plane of the rhomb? How could you show experimentally with a small plate of blackened glass that the ordinary and extraordinary images have different relations to surrounding space?

XV. The two plates of a Norremberg's polariscope are placed so as to have their polarising and analysing planes at right angles. Describe and explain what is seen when a plate of mica is introduced between them and turned round in its own plane. If the mica plate be fixed and the analyser turned will the result be the same?

WEDNESDAY, 18TH JANUARY, 2 TO 5 P.M.

PHYSICS.

Candidates are requested not to attempt more than four questions in A and six in B.

A.

I. Describe in a general way the process of obtaining cold by the compression and subsequent expansion of gases, showing how the work done by the expansion is utilized, and explaining the principles involved.

II. What is meant by radiant heat? and what is its relation to light?

How is the heat spectrum produced and studied? What material must be used for the prism and lens, and why?

III. The specific heat of iron is 0·113. If 2 grammes of iron at 110° C. are introduced into a Bunsen's calorimeter, determine the diminution in volume due to the melting of the ice, the specific gravity of ice being 0·92.

IV. Distinguish between the real and the apparent expansion of mercury by heat. How may its absolute expansion be determined?

V. What is meant by the pressure or tension of aqueous vapour ? and how is it measured at temperatures below zero ?

B.

VI. Define Specific Inductive Capacity, and describe Faraday's apparatus for measuring it.

VII. Explain the principle of Thomson's Absolute Electrometer. How does the attraction between the plates vary with the difference of potential and the distance between them, and with the area of the moveable plate ?

VIII. What is meant by the earth's horizontal magnetic force ? How may its value at different places be compared ? Give an outline of the method of determining it in absolute measure.

IX. Define the terms magnetic pole, magnetic field, unit pole, uniform field, magnetic moment, coercive force.

X Give Ampère's theory of magnetism. Supposing a soft iron rod to consist of a mass of polarized particles, what is your idea of their relatve positions (1) when the iron is not magnetised, (2) when it is subjected to a magnetising force ?

XI. Give the laws governing the generation of heat in a conductor by a current ; also the formula connecting the heat generated in a given time with the electromotive force and the resistance of a circuit ; and show how the law may be illustrated graphically.

XII. Define the terms anode, kathode, electrolyte. What is the polarization of the electrodes due to ? Describe Planté's form of Secondary Battery ; also any of its recent modifications and improvements.

XIII. Show how the rotation of a vertical current may be caused by a fixed horizontal circular current, and show how the circular current may be replaced by the pole of a magnet.

XIV. If a disc, say of copper, be rotated at a great velocity between the poles of a powerful horse-shoe magnet, considerable resistance to its motion will be experienced, and the disc will be heated. Explain the cause of these effects.

BRANCH II. B.

TUESDAY, 17TH JANUARY, 2 TO 5 P.M.

INORGANIC CHEMISTRY.

I. Compare Stahl's Phlogistic theory of combustion with the theory of Lavoisier, and show in what respect each is incomplete. It has been calculated that on the average about 33,000,000 lb. of carbon dioxide are produced every day in Manchester by the burning of coal. Calculate the number of foot-pounds of energy which would be required to completely decompose this quantity of carbon dioxide.

(1 lb. of carbon produces on combustion about 8,000 thermal units. The mechanical equivalent of heat is 1390.)

II. Give a general account of the chemical action of light, and mention any important processes or arts that depend on the action. One particular part of the spectrum has been called the actinic or chemically active part. Show that chemical action is not confined to this part.

III Describe the method of determining the atomic weights of the elements (1) by the aid of Avogadro's hypothesis, and (2) by the aid of Dulong and Petit's law. Which of these two methods is the more trustworthy? Mention the elements which have had their atomic weights determined by *both* methods.

How can Dulong and Petit's law be applied in the case of those elements whose specific heats have not been directly obtained?

IV. It might be said that nickel and cobalt appear almost to be isomers or allotropes. Explain fully, and give the evidence for this statement.

Give the usually accepted graphic formulæ of the principal oxides and hydroxides of nickel, cobalt, iron, and manganese. Compare the relative stabilities and the salifiable powers of these compounds, and state whether the comparison indicates any progressive tendency in the members of the group.

V. The formation of the sesquioxides of iron and nickel from the monoxides is attended with the evolution of the following quantities of heat:—

Fe .... 54·57 heat units.

Ni .... —1·3 „ „

How do the sesquioxides of these two metals behave when treated with dilute sulphuric acid, and how do acid solutions of ferrous and nickelous sulphate behave when exposed to the air? State whether the changes occurring are in accord with the above thermal reactions, and give the reasons for your statement.

VI. In what combinations does arsenic occur in nature? Give the names and formulæ of six of the most important minerals containing this element. How is arsenic obtained from arsenical pyrites?

VII. Describe the preparation of fluoboric acid and of hydrofluosilicic acid. What is the probable valency of the boron atom in the above compound; what other evidence is there as to the valency of boron?

VIII. Tin, antimony, and bismuth are instances of elements which, while exhibiting all the physical properties of metals, have most of the chemical properties of non-metals. Explain this statement, and adduce evidence to support it.

WEDNESDAY, 18TH JANUARY, 2 TO 5 P.M.

ORGANIC CHEMISTRY.

I. Describe Liebig's relative method and Dumas' absolute method for determining nitrogen in organic substances. Calculate the percentage of nitrogen in a body of which, by the latter method, 0·124 grams yielded 16 c.c. of nitrogen at a temperature of 17°C. and a pressure of 755 mm.

Pressure of aqueous vapor at 17°C. =14 42 mm.

II. By whom, and by what reaction, was ethane first produced? By what name was it originally known, and what were the earlier views regarding its constitution? What other reactions can be used for preparing ethane?

III How was the original synthesis of acetic acid effected by Kolbe in 1845? Describe the processes by which both vinegar and the strong acid are manufactured at the present time

IV. Describe Frankland and Duppa's (or the aceto-acetic ether) method of synthesizing the fatty acids. How may the two butyric acids be obtained by this process?

V. To what class of alcohols does glycerine belong? Write its formula on the water type. How does it occur in nature, and how may it be obtained from its compounds? How many ethereal salts does glycerine form with acetic acid? Give their rational formulæ. What bodies are obtained by the oxidation of glycerine?

VI. Nitroethane and ethyl nitrite are isomeric bodies. What grounds are there for this assertion? How is each acted on (1) by alkalis and (2) by nascent hydrogen, and what light do these reactions throw on the constitution of both compounds? Why is the one a weak acid and the other a neutral body?

VII. The phenols have certain analogies with the alcohols, but differ from them in many ways. What are the points of resemblance and difference?

VIII. What is the probable constitution of pyridine and of quinoline, and what evidence is there to support the formulæ usually adopted for these bodies?

IX. Saccharine is the orthobenzoylsulphonicimide. Write its graphic formula, and describe the series of reactions by which it may be obtained from toluene.

BRANCH III.

MONDAY, 16TH JANUARY, 10 A.M. TO 1 P.M.

GENERAL BIOLOGY.

I. Describe the manner in which the asexual spores are formed upon the frond of a Fern, and give an account of the changes

which the spore undergoes during its development into a young plant.

II. Give an account of the fungi known as Bacteria.

III. Give an account of the structure and development of the fibro-vascular bundles in an ordinary dicotyledonous stem.

IV. Describe the fluids occurring in the Earthworm to which the term "blood" may be applied. Compare these fluids, having regard to both their structure and function, with the blood of the Frog How are the functions which are performed by the blood in higher animals performed by a Polype ?

V. Contrast the way in which protoplasm is built up by animals and plants respectively.

VI. Describe a typical animal cell and give an account of the metamorphoses by which glandular epithelium, cartilage, and the various kinds of muscular tissue are derived from such cells.

MONDAY, 16TH JANUARY, 2 TO 5 P.M.

PRACTICAL EXAMINATION.

I. Make preparations with drawings and references to illustrate as fully as possible the structure of the plant marked A. (*Chara*)

II. Prepare transverse and longitudinal sections of the specimen marked B. (*Fern rhizome*) Stain with magenta and mount one of your sections in glycerine and another in canada-balsam. Make drawings with references illustrating your preparations.

III. Describe the various structures which may be seen in the specimen marked C. (*Pea pod.*) Illustrate your answer by means of drawings

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TUESDAY, 17TH JANUARY, 10 A.M TO 1 P.M.

I. *Mussel.* Make a transverse section across the body immediately anterior to the posterior adductor muscle Draw your section and mark by references the various parts.

II. *Frog.* Make such a dissection as to shew clearly the origin attachment, and nerve supply of some muscle. Mark these by means of flag labels.

III. *Frog.* Make microscopic preparations of (1) Fresh nerve, (2) Ciliated epithelium.

IV. Identify, draw, and describe the microscopic preparation marked A. (*Transverse Section of an Earthworm.*)

BRANCH III. A.

TUESDAY, 17TH JANUARY, 2 TO 5 P.M.

BOTANY.

I. Prove that the stamen is a metamorphosed leaf, and explain the changes which take place in it during the development of the pollen.

II. Explain the meaning of quincunxial æstivation. What are the chief forms of this kind of æstivation?

III. Describe the physical properties of the primordial utricle and nucleus in the vegetable cell.

IV. Describe and draw the several structures which may be seen in a longitudinal section made through the stem of Selaginella.

V. Describe the structures and mode of growth of any Lichen.

VI. What is the chemical composition of aleurone-grains? In what parts of the plant does aleurone occur in most abundance?

WEDNESDAY, 18TH JANUARY, 9 A.M. TO 1 P.M.

PRACTICAL EXAMINATION.

I. Describe in technical language the plant marked A. (*An Apocynaceous plant.*)

II Make sections through the leaf marked B. showing the epidermis, pallisade cells, intercellular-spaces, and stomata.

III. Dissect out the spores from the specimen marked C. (*Selaginella*) and draw them.

IV. Mount in glycerine a portion of the specimen marked D. (*Petiole of Maranta.*)

WEDNESDAY, 18TH JANUARY, 2 TO 5 P M.

I. Describe in technical language the plant marked A. (*Polytrichum.*)

II. Make a section through the specimen marked B. (*Coco-nut*) so as to demonstrate its cellular structure, and draw a portion of the section.

III. Name without comment the specimens marked C. D. E. F. (*Specimens of plants or parts of plants.*)

IV. Prepare and stain with magenta solution the specimen marked G, and mount it in canada balsam. (*Stem of an herbaceous plant.*)

BRANCH III. B.

TUESDAY, 17TH JANUARY, 2 TO 5 P.M.

PHYSIOLOGY.

I. Discuss the various theories which have been propounded to explain the coagulation of the blood. State how the fibrin factors may be isolated.

II. Describe the nervous mechanism of deglutition.

III. Describe the minute structure of the cerebellum. State what is known of its functions. What is the result of its extirpation in a bird.

IV. Give an account of the optical defects of the human eye.

V. Give an account of the formation and uses of glycogen.

VI. Give an account of the various factors which increase or diminish the peripheral resistance to the blood flow.

WEDNESDAY, 18TH JANUARY, 9 A.M. TO 1 P.M.

PRACTICAL PHYSIOLOGY.

I. Demonstrate from the solution marked A the chief chemical properties of proteids. Write a brief description of each reaction.

II Show the effect on the red corpuscles of the blood supplied to you of the following reagents: magenta, tannic acid, acetic acid, salt solution.

III. Identify, stating your reasons, the microscopical specimens placed before you.

WEDNESDAY, 18TH JANUARY, 2 TO 5 P.M.

I. Demonstrate reflex action in the hind leg of a frog, using sulphuric acid as an irritant.

II. Cut, stain, and mount a section of the hardened tissue supplied.

Draw and describe the preparation.

III. Identify the microscopical specimens placed before you, and state the leading features of each.

BRANCH III. C.

TUESDAY, 17TH JANUARY, 2 TO 5 P.M.

ZOOLOGY.

I. Give an account of the various exo-and endoskeletal structures found among the Invertebrata

II. Give an account of the structure and life-history of a Tape-

worm (Oestode) *or* of a Liver-fluke (Trematode). Discuss the advantage to a parasite of having two hosts.

III. Give an account of the structure and development of the Porifera (Sponges). Classify the group.

IV. Describe the development, from the fertilization of the ovum to the adult stage, of *either* Amphioxus or Comatula (Antedon).

V. Describe and compare with one another the skull and the pectoral and pelvic girdles of an Elasmobranch (Selachian), an Amphibian, and a Mammal.

VI. Give an account of *either* the Dipnoi *or* the Monotremata. State the affinities and geographical distribution of the group which you have chosen for description, and assign to it a place in a classification of the Vertebrata.

WEDNESDAY, 18TH JANUARY, 9 A.M. TO 1 P.M.

PRACTICAL EXAMINATION.

I. Dissect the animal supplied to you so as to shew the brachial, crural, and sciatic plexuses, and trace the distribution of their main trunks. Mark the plexuses by means of flag-labels.

II. Dissect the heart of the animal used in the previous question to shew the mitral valves, the apertures of the coronary arteries, and the valves at the base of the pulmonary artery. Mark these structures by means of flag-labels.

III. Make a preparation from the same animal of sub-cutaneous connective tissue, and treat it in such a manner as to bring the elastic fibres clearly into view.

IV. Make from the same animal a freshly teazed preparation of retinal elements.

V. Mark upon the skull provided, by means of labels attached to pieces of wire, all the various nerve exits.

WEDNESDAY, 18TH JANUARY, 2 TO 5 P.M.

I. *The Leech.*

Make a dissection of the nephridial, reproductive, and nervous systems. Mark by means of flag-labels a testis, the penis, and one of the ovisacs. Mount a nephridium as a microscopic preparation.

II. *The Cockroach.*

Make a dissection of the nervous system. Make a microscopic preparation of salivary gland.—*N.B. Use salt solution.*

III. Identify the specimens placed before you and refer them to their proper position in the Animal Kingdom.

BRANCH IV.

MONDAY, 16TH JANUARY, 10 TO 11.30 A.M.

PHYSIOLOGY.

I. Describe the physiological mechanism whereby sonorous vibrations are transmitted to the auditory nerve. What special function connected with hearing has been assigned to the Organ of Corti, and what special function, unconnected with hearing, to the Semicircular Canals? What is the use of the Eustachian Tube.

II. Draw a transverse section of the spinal cord, at the dorsal region, showing the relative positions of the grey and white matter and of the roots of the spinal nerves. Show how it is experimentally proved (1) that the spinal cord is a reflex centre and (2) that there are two sets of spinal nerves having different functions.

III. In the absence in the nerves themselves of any structural or other assignable difference to account for it, how would you explain the fact that different nerves subserve different functions, as *motion*, *secretion*, *sensation*, and further, that the nerves of the different senses respond each to a different stimulus and give rise each to a different kind of sensation.

IV. Taking the brain of one of the lower vertebrates, say a fish, and the brain of a human being, point out the most striking differences between them, and indicate various stages in the ascending series at which these differences are noticeably lessened.

[*N.B.—Answer any two of the following, but not more.*]

V. (1) What is the function of the cerebellum?

(2) Name, in their order, the Basal Ganglia, and state the probable or ascertained function of any one of them.

(3) What is the result of complete section or paralysis of the twelfth pair of cranial nerves?

VI. Point out the different functions that the human hand subserves, and show how its structure and position specially adapt it for their performance.

MONDAY, 16TH JANUARY, 11.35 A.M. TO 1 5 P.M.

DEDUCTIVE LOGIC.

I. What is a concept? How are concepts formed, and what purpose do they serve?

II. Do judgments (or propositions) deal with words, notions or things?

III. Discuss the question whether what is called "immediate inference" be, or be not, of the nature of inference.

IV. Every syllogism is in reality a case of *petitio principii*—Explain and criticise this statement.

V. Construct a syllogism in *Bocardo*, and reduce it to a mood in the first figure.

VI. In what way does Hamilton's quantification of the predicate affect—

(1) the meaning of the copula,
(2) the conversion of propositions,
(3) The doctrine of moods and figures?

VII. Examine the following reasonings. Reduce them to the form of categorical syllogisms. State whether valid or invalid, and if invalid, to what class of fallacies each belongs:—

(1) I shall not pass this examination, for, although I should have done so had I read Bain's "Logic," I neglected to read that book.

(2) "The farther your neighbour lives from you, the more you are bound to be true in your dealings with him, because your power over him is greater in proportion to his ignorance, and his remedy more difficult in proportion to his distance."

(3) "Improbable events happen almost every day; but what happens almost every day is a very probable event; therefore improbable events are very probable events"

VIII. Discuss the doctrine of modality.

MONDAY, 16TH JANUARY, 2 TO 5 P.M.

INDUCTIVE LOGIC AND DEFINITION.

I. What is meant by saying that Induction is based on Experience?

"Experience concludeth nothing universally." Examine the above statement carefully. What value should we attach to Inductive inferences if the statement is correct?

II. Prof. Huxley speaks of the law of uniformity of nature as a 'good working hypothesis.' Explain.

What difficulty have we to meet with if the law of causation and the uniformity of nature are inferred from particular facts of causation?

III. (1) Show that Mill's five Inductive Methods can be reduced to two fundamental methods.

In what cases is it appropriate to employ the Joint Method, the Method of Residues, and the Method of Concomitant Variations, respectively, in preference to the other two methods?

(2) It has been said that Mill's methods of experiment and observation are not very comprehensive in their range of exact application, and that they labour under the reproach of examining a process which the ordinary mind performs instinctively every

moment without knowing or caring how or why, and which no amount of investigation will prove or facilitate.' Are these criticisms valid?

IV. Why is it considered impracticable to investigate Complex Effects with the help of the Inductive Methods?

Prof. Bain, however, says that the Method of Concomitant Variations is applicable to the investigation of Complex Effects. How?

V. What is the function served by hypothesis in Inductive investigations?

Discuss the views that have been held as regards the conditions which a Hypothesis should fulfil in order to become an established fact.

Explain by means of examples the *constructive* and the *illustrative* use of Hypotheses.

VI. State the rule (or rules) that govern scientific classification.

Distinguish between (1) logical division and classification and (2) natural and artificial classification.

VII. What are the various senses in which the term 'Analogy' has been used? Wherein does Analogy differ from Example? Distinguish, giving instances between good and bad analogies.

VIII. Explain and illustrate the following:—

Vera Causa, Consilience of Induction, Axiomata Media, Experimentum Crucis, Explication of Conceptions

IX. It has been said that though the main business of Logic is Proof, still it incidentally aids in Discovery. How?

What objections are there to making Discovery the main function of Induction?

X. Give Mill's classification of Fallacies, and see whether it fulfils all the conditions of a strictly scientific classification.

What reasons will you assign for setting apart a separate chapter in Logic for the discussion of Fallacies.

Explain, giving examples, Fallacies *à priori*, Fallacies of Confusion, and Fallacies of Relativity.

TUESDAY, 17TH JANUARY, 10 A.M. TO 1 P.M.

PSYCHOLOGY.

I. State the chief objections to the Introspective method of Psychology. Are these objections fatal to the method? What is the importance of observing the phenomena of mental disease?

II. What are meant by (1) the Absolute Sensibility, (2) the Threshold of Sensibility, (3) the Height of Sensibility, and (4) the Discriminative Sensibility of a sense?

III. (1) Define the Muscular Sense. What are the different views regarding the physiological concomitants of muscular sensation?

(2) How, according to Dr. Bain, is the discriminative sensibility of the continuance of muscular exertion the first step in forming the notions of time and space?

(3) How do the sensations of touch help in forming the notion of space?

IV. Explain the visual perception of solid objects.

V. State Bain's law of Self-conservation, and show how he explains apparent exceptions to it.

VI. (1) Explain the principle of change, variety or novelty in pleasurable feeling.

(2) On what different principles have the Emotions been classified?

(3) Describe the emotion of Terror and mention its chief species.

VII. Give a psychological explanation of the following facts:—

(1) Upon a false alarm of fire the audience in a theatre blindly rush out and crush many people to death.

(2) Regard for holy symbols and rites often takes the place of veneration for the Deity.

(3) Turkish women consider it highly immoral to show their face to a stranger.

(4) The infant cannot brush away a fly that lights upon its face.

(5) You pass a known face on the road and cannot recall the person's name or history. Some time after, you pass a house and at once recall the name and circumstances of your former acquaintance.

VIII. Explain (1) How distance is originally perceived, and (2) How it becomes an acquired perception of the eye.

IX. (1) What is the nature of Willing How is desire connected with willing? Give a brief analysis of Desire.

(2) Distinguish clearly between Determinism and Fatalism.

X. (1) Define Illusions, and distinguish between them and Hallucinations. Give a rough classification of Illusions.

(2) State the points of agreement and of difference between the condition of Hypnotism and of Dreaming.

XI. (1) What is the meaning of the phrase Universal Postulate? What holds the place of Universal Postulate in Hamilton's philosophy?

(2) Explain what is meant by the Relativity of Knowledge.

TUESDAY, 17TH JANUARY, 2 TO 5 P.M.

PSYCHOLOGY.

I. Bacon, Hobbes and Locke may be called 'philosophers' as distinguished from 'cultivators of science,' whether physical or mental Explain and justify the above statement.

II. What faults did Bacon find with the philosophy that prevailed up to his time, as regards (1) its scope and aim, (2) its method, (3) its criterion, (4) its results?

III. Enumerate, explain and exemplify the *Idola* of Bacon. Under what head of fallacies, as treated of in modern works on Logic, would you class them?

IV. With respect to Bacon's classification of the sciences, state and criticise the principle on which it is based and compare it with the principles of more modern classifications. Explain *Prima Philosophia, Formal Cause, Final Cause, Magic*, and indicate the place of each of these in Bacon's classification.

V. Point out anticipations, more or less distinct, of certain modern psychological doctrines, in the following extracts from Hobbes:—

(1) "It is almost all one for a man to be always sensible of the same thing and not to be sensible of anything."

(2) "The cause of sense is the external body which presseth the organ proper to each sense; which pressure, by the mediation of the nerves, being continued inwards to the brain, raiseth there a counterpressure or endeavour outward: which endeavour, because outward seemeth to be some matter without."

(3) "Sense is motion in the interior parts of man's body, caused by the action of things without us; and fancy is but the relics of the same motion remaining after sense."

(4) "Pleasure seemeth to be a corroboration of vital motion."

VI. State Hobbes' theory of the pre-social condition of man and of the origin of society. What feature of Hobbes' conception of man's pre-social condition logically warrants his doctrine of the absolute and unlimited right of the sovereign over the subject? What according to Hobbes is the practical justification of this doctrine?

VII. Locke's philosophy was developed into Sensationalism on the one hand and into Idealism on the other. Point out the elements in Locke's philosophy that lent themselves to these diverse developments.

VIII. State the form of the doctrine of Innate Ideas that Locke controverted Point out what modifications of that doctrine have been introduced by Leibnitz, Kant, and Spencer, respectively.

IX. What are the points involved in a cosmological theory?

What precise form of cosmological theory would you attribute to Locke? and what to Hobbes? Give your reasons.

N.B.—*If there are varieties of the cosmological theory or theories in question the particular variety should be specified*

X. Locke admits that the idea of a thing in the mind is no proof of the real existence of the thing. What difficulty does this admission cause Locke, in virtue of his theory of knowledge, and how does he deal with it?

XI. The arguments for the existence of a God have been classified as (1) Ontological, (2) Cosmological, (3) Teleological, and (4) Moral. Distinguish between these and name an advocate of each Examine whether the force of the Teleological argument is weakened, or not, by the doctrine of Evolution.

WEDNESDAY, 18TH JANUARY, 10 A.M. TO 1 P.M.

THEORY OF ETHICS.

I. Ethical theories are commonly divided into Intuitional and Utilitarian. Explain the meaning of the terms "Intuitional" and "Utilitarian," and state to what extent this division may be regarded as accurate.

II. How is it that there is almost universal agreement as to general moral principles, but great diversity of judgment in particular cases? How would the two opposite schools of Ethics explain this diversity?

III. Distinguish between physical, metaphysical, and ethical necessity.

IV. Discuss the question of the relation between the good, the pleasant, and the right.

V. What is the difference between self-love and selfishness? Does benevolence necessarily lead to self-sacrifice. Can there be a conflict between self-love and benevolence?

VI. State and criticise the theory that moral obligation has its foundation in legal enactment.

VII. How does the acknowledgment that pleasures differ in kind affect a utilitarian theory of ethics?

VIII. Explain the feeling of remorse, regarding it
(1) from the standpoint of intuitionalism.
(2) from the standpoint of utilitarianism.

IX. Distinguish between desires and motives, and show their relation to each other and to the will. Show the bearing of this question on the freedom of the will.

X. Distinguish between duties and rights and show their relation to one another.

XI. What distinction has been drawn between obligatory morality, or duty, and optional morality? How far is this distinction warranted?

WEDNESDAY, 18TH JANUARY, 2 TO 5 P.M.

HISTORY OF ETHICS.

I. State definitely the subject matter and the scope of *Applied Ethics* as distinguished from *Theoretic Ethics*.

"It is happy for the world that moral progress has not to wait till an unimpeachable system of ethics has been elaborated." Explain and examine the above statement so as to bring out the real conditions of *moral progress*.

II. Define Casuistry. Is the admission of a conflict of duties as a fact in any way inconsistent with the Intuitional system of Ethics?

Show how the Hedonist and the Intuitionalist would severally decide in cases of conflict

III. Does morality require the postulates of God and Immortality?

It is admitted by every moralist that there is no absolute coincidence between virtue and happiness. How will the Utilitarian, the Egoist and the Intuitionalist severally get over this difficulty in the inculcation and enforcement of moral rules?

IV. It is said that in the view of Hobbes, morality was *subjective*, while it was *objective* in the view of the Intellectual moralists. Explain.

Some of the latter class of thinkers were anxious to give to Ethics a mathematical form. Examine the practicability of this procedure.

V. Bring out the full significance in the system of Cudworth of the doctrine that 'things are what they are, not by will but by nature?'

Explain the distinction drawn by Cudworth between *naturally good* and *positively good*. How does he meet the statement of Protagoras that 'man is the measure of all things?' State his views on (1) the relation between the sense and the intellect, and (2) innate ideas.

VI. How does Clarke (1) prove the existence of God and (2) reconcile Divine fore-knowledge with human freedom? And how does he explain the possibility of evil?

Explain the function in Ethics ascribed by Clarke to 'the eternal relations of things.'

VII. The theory of Wollaston has been described as a development of the system of Clarke and also as the first enunciation of the system of Bentham. Show how far this is true.

State and examine his definition of *right*.

VIII. Sketch briefly the ethical system of Price, pointing out the advance made by him upon the systems of the earlier thinkers of his school and the circumstances that led to such an advance.

IX. There is a difference of opinion as to the writers who may

properly be included among the intellectual moralists. State definitely the criteria for the inclusion of any given thinker; and name the writers other than those referred to in the above questions who have, in your opinion, a claim to be included in this list, indicating briefly your reasons in the case of each.

BRANCH V.

MONDAY, 16TH JANUARY, 10 A.M. TO 1 P.M.

ETHNOLOGY AND COMPARATIVE PHILOLOGY.

I. (1) On what principle are phonetic changes made in words by assimilation and dissimilation? Give examples.

(2) Show with examples changes made on words arising from indistinct articulation.

II. (1) Distinguish between phonology and sematology and show their connection with physiology and psychology respectively.

(2) Illustrate by examples the truth of the statement that "sound etymology has nothing to do with sound."

III. (1) What are the chief classes into which languages are divided morphologically? Explain the principle on which the division is based

(2) Show that this classification is also a geographical one.

IV. (1) Mention the different theories entertained as to what roots are.

(2) Distinguish between primary and secondary suffixes, and show, with illustrations, their use in the formation of nouns and verbs.

V. Sketch in a general way the development of language from gesture language to articulate speech, and of writing from picture writing to printing.

VI. (1) How was the perfect tense of weak Teutonic verbs originally formed?

(2) What was the present infinitive originally?

(3) Give examples to show that prepositions may be traced to be cases of nouns.

VII. (1) How may the races of mankind be classified (*a*) according to shape of skull, (*b*) according to facial angle?

(2) Show that in ethnology the capacity of the skull is of more importance than the weight of the brain.

VIII. (1) What is the cause of the difference in colour among the various races of mankind?

(2) How do cross sections of hair differ in form? Mention the races of which each form is a characteristic.

(3) What are Albinos? What is the colour of their eyes? Account for this as also for the fact that their eyes may be seen to blush.

IX. Sketch the development of (1) weapons from the old stone-flakes and spearheads to the modern hatchet and spear, (2) agricultural implements from the pointed stick to the modern plough.

MONDAY, 16TH JANUARY, 2 TO 5 P.M.

ANCIENT AND ENGLISH INSTITUTIONS.

I. What does Maine consider to be "the sole possible ground of community in political functions"? Trace, from this beginning, the gradual development of the modern idea of *Nationality*.

II. Compare the Village Communities of India with those of Russia. How do you account for the fact that Russian Village Communities have preserved what must be regarded as the ancient type more perfectly than the Indian?

III. Explain the division of property in the old Roman Law into *res mancipi* and *res nec mancipi*. What is the historical importance of the division?

In its treatment of realty and personalty "English Jurisprudence, standing apart from the main current of legal modification, has reproduced phenomena of archaic law." How so?

IV. (1) Who and what were the Brehons? Compare them with the Druids.

(2) What light does the Brehon law shed on the origin of *Nobility* in Aryan societies?

V. Describe the organization and administration of the Hundred and the Shire in the Anglo-Saxon system.

VI. (1) Contrast the Feudalism of England in its fullest development with that of France.

(2) In what respects did the Conquest serve to retard the growth of Feudalism in England?

VII. Describe the constitution and powers of the *Curia Regis* at the middle of the twelfth century, and the changes made in it by Henry II. and Edward III.

VIII. How did Parliament seek to restrain the expression of political opinion by the press after the expiration of the Licensing Act? Trace, from that time onwards, the growth of freedom in this respect, specifying, with dates, the chief Acts or Cases affecting it.

IX. (1) What at the present time are the exclusive functions of the Crown, the Lords, and the Commons?

(2) By what means is the control of the Executive secured to Parliament?

TUESDAY, 17TH JANUARY, 10 A.M. TO 1 P.M.

HISTORY OF THE MIDDLE AGES.

I. When and under what circumstances was the Partition Treaty of Verdun signed, and how did it affect the political geography of Europe?

II. Who were the Prætorian Guards, at what date in your period do they first appear, what were their special duties, and what part did they play in the history of the reigns of Julianus and Pertinax?

III. Write a brief description of (1) the conquest of Italy by Theodoric, (2) the invasion of Italy by Albion.

IV. Trace by means of a genealogical tree the descent of Alybius and Theodosius II. from Theodosius I. entering *only* those who became Emperors, and underlining those who ruled the Western Empire.

V. Give an account of the usurpation of the throne of Constantinople by Alexius Angelus and the part played by the Venetian Republic in the restoration of his predecessor.

VI. State what you know of the Roman Law prior to and under the operation of the Justinian Institutes *so far as it applied to domestic relations only*, and how did it differ from that of Athens and Sparta?

VII. With what events in history do the following names connect the persons or places so named:—(1) the Justinian of the Church, (2) the Scourge of God, (3) Gibraltar, (4) the Iconoclasts, (5) the Protector of the Germanic liberties, (6) Muhammad?

VIII Draw a map of Spain showing the provinces into which it was divided at the commencement of your period of history

(1) Mark the following places and state with what events in the Middle Ages each one is connected:—Xeres, Cordova, Barcelona

(2) Compare the state of the country in the time of Justinian and under the rule of the Arabs.

IX. "The two great ideas which expiring antiquity bequeathed to the ages that followed were those of a World-Monarchy and a World-Religion"

Explain the above.

TUESDAY, 17TH JANUARY, 2 TO 5 P.M.

MODERN HISTORY.

(*The Period of Napoleon I. and English History from* 1603)

N.B.—Not more than nine questions are to be attempted.

I. What was the Directory, and under what circumstances was it established? What was the constitution of which it formed

a part ? How and why did that constitution fall ? What constitution took its place, and how did it differ from the famous one proposed by Sieyes ?

II. What were Napoleon's objects in undertaking the expedition to Egypt ? How far were they realised ?

III. (1) Sketch briefly the domestic government of France under the Consulate.

(2) Under what circumstances was the Treaty of Amiens concluded ? What were its terms ? What led to the renewal of hostilities ?

(3) By what steps and under what circumstances did Napoleon rise to be Emperor ?

IV. (1) With whom and under what circumstances did Napoleon conclude the Treaty of Schönbrunn, and how did he violate it ?

(2) Under what circumstances was the alliance of Tilsit concluded ? How was this alliance gradually weakened, and finally destroyed ? To what consequences did its violation lead ?

V. (1) Under what circumstances did Napoleon fight the great battles of Borodino and Leipzig, and with what results ?

(2) What was *The Hundred Days ?* What constitutional changes did Napoleon propose to introduce during that period ?

VI. Describe briefly the government of Charles I. between the years 1629 and 1640, and Pym's work in the Long Parliament.

VII. Sketch the political career of Shaftesbury.

VIII. To what extent was the modern constitutional theory of Ministerial responsibility recognised at the time of the Revolution and the death of William III. respectively ?

IX. Sketch briefly Walpole's financial policy, and his relation to Parliament

X. Narrate very briefly the history of the events in Ireland which led eventually to the passing of the Act of Union.

XI. Write short notes on

(1) The expansion of England during the era of George II. and III.

(2) The Repeal of the Corn Laws.

WEDNESDAY, 18TH JANUARY, 10 A.M. TO 1 P.M.

ESSAY.

Write an essay on any *one* of the following subjects :—

The Crusades.

Napoleon as a statesman, a lawgiver, and a general.

The sphere of contract in ancient and modern societies.

WEDNESDAY, 18TH JANUARY, 2 TO 5 P.M.

POLITICAL ECONOMY.

I. Define 'Capital.' Is wealth which is devoted to the production of luxuries capital or not, and why?

II. What is Ricardo's theory of Rent, and how is it arrived at? What effect would a rise in agricultural wages have upon rents?

III. What causes determine the money wages of any particular employment?

IV. "High interest means bad security." Examine this statement.

V. "The price of manufactured commodities is regulated by two principles, one determining the average price, the other the oscillations about it." State these two principles and illustrate the mode of operation of the second one.

VI. Criticise the expression 'the price of money.' Show that the average price of commodities is determined by the cost of production of gold.

VII. Illustrate the process by which taxes paid in the first instance by the person on whom they are imposed may be shifted, with varying degrees of success, on to others.

VIII. What effect would large discoveries of gold in India have upon Exchange with England, and why?

IX. It is sometimes stated that the excess of exports over imports in the case of India signifies a drain on her resources which 'must stop all real improvement and eventually bring the country to pauperism.' Show the fallacy of such an argument.

M.A. DEGREE EXAMINATION, 1888.

BRANCH I.

MONDAY, 16TH JANUARY, 10 A.M. TO 1 P.M.

ALGEBRA AND TRIGONOMETRY.

I. Solve the equations

$$\frac{yz-x^2}{a}=\frac{zx-y^2}{b}=\frac{xy-z^2}{c}=xyz;$$

and eliminate x, y, z from the equations

$$x-2y+z=a,$$
$$x^2-2y^2+z^2=b^2,$$
$$x^3-2y^3+z^3=c^3,$$
$$\frac{1}{x}-\frac{2}{y}+\frac{1}{z}=0$$

II. If $\frac{p_n}{q_n}$ be the n^{th} convergent to the continued fraction $\frac{a_1}{b_1}+\frac{a_2}{b_2}+\frac{a_3}{b_3}+\ldots\ldots,$ prove that $p_n=b_n\,p_{n-1}+a_n\,p_{n-2}$, $q_n=b_n\,q_{n-1}+a_n\,q_{n-2}$.

If the continued fraction be

$$\frac{1}{3}-\frac{2}{3}-\frac{4}{3}-\frac{1}{2}-\frac{1}{3}-\frac{4}{3}-\frac{1}{2}-\frac{1}{3}-\frac{4}{3}-\ldots\ldots$$

show that $p_{3n}=4p_{3n-3}-4p_{3n-6}$, and that the $3n$th convergent is $\frac{5n}{5n+4}$.

III. Prove that the arithmetic mean of any number of positive quantities is never less than their geometric mean.

Prove that

$$(a_1b_1+a_2b_2+\ldots\ldots+a_nb_n)\left(\frac{a_1}{b_1}+\frac{a_2}{b_2}+\ldots\ldots+\frac{a_n}{b_n}\right)$$
$$<(a_1+a_2+\ldots\ldots+a_n)^2.$$

IV. There are n white balls, n black and n red, which are placed in three bags, so that each contains n balls. All arrangements being equally probable, find the chance that if a ball be drawn from each bag, the three will be all white.

In n be large, show that the chance that the three are of the same colour is $\frac{1}{30}$.

V. Enunciate and prove Fermat's Theorem. If n be a prime number which will divide neither a nor b nor $a+b$, prove that $a^{n-2}b - a^{n-3}b^2 + a^{n-4}b^3 - \ldots\ldots + ab^{n-2}$ exceeds by 1 a multiple of n.

VI. Apply any of the methods of the Theory of Equations to determine the number and position of the real roots of the equations

$$x^4 - 7x^3 + 3x - 20 = 0$$
$$x^6 - 5x^5 - 7x^2 + 8x + 20 = 0$$

and determine the first four figures of the greatest root of the former.

VII. Find the algebraical equivalent of the series $x - \frac{x^7}{\lfloor 7} + \frac{x^{13}}{\lfloor 13} - \frac{x^{19}}{\lfloor 19} + \ldots\ldots$

VIII. Prove

$$\sin\theta . \frac{\sin\theta}{1} - \sin 2\theta . \frac{\sin^2\theta}{2} + \sin 3\theta . \frac{\sin^3\theta}{3} - \ldots\ldots$$
$$= \cot^{-1}(1 + \cot\theta + \cot^2\theta)$$
$$n \sin\theta + (n-1)\sin 2\theta + (n-2)\sin 3\theta + \ldots\ldots + \sin n\theta$$
$$= \frac{n+1}{2}\cot\frac{\theta}{2} - \frac{\sin(n+1)\theta}{4\sin^2\frac{1}{2}\theta}$$

IX. Prove that $\sin\theta = \theta\left(1 - \frac{\theta^2}{\pi^2}\right)\left(1 - \frac{\theta^2}{2^2\pi^2}\right)\ldots\ldots$ and *deduce* the corresponding expression for $\cos\theta$.

Show that $\frac{\sin x + \sin y}{\sin y} =$

$$\left(1 + \frac{x}{y}\right)\left(1 + \frac{x}{\pi - y}\right)\left(1 - \frac{x}{\pi + y}\right)\left(1 + \frac{x}{2\pi + y}\right)$$
$$\left(1 - \frac{x}{2\pi - y}\right)\left(1 + \frac{x}{3\pi - y}\right)\left(1 - \frac{x}{3\pi + y}\right)\ldots$$

X. If a, b, c, A, B, C, be the sides and angles of a spherical triangle, prove the formula $\cot a \sin c = \cot A \sin B + \cos c \cos B$. Deduce therefrom

$$\frac{\sin^2 A \cos B}{\tan a} - \frac{\sin^2 B \cos A}{\tan b} = \frac{\sin(A+B)\sin(A-B)}{\tan c}$$

XI. What is meant by the spherical excess of a triangle? Prove that it is proportional to the area of the triangle.

If E be the spherical excess of a right-angled triangle when the sides that contain the right angle are each $\frac{\pi}{4}$, prove that

$$\sin\frac{E}{2} = \frac{1}{6}(\sqrt{12} - \sqrt{6})$$

XII. Find expressions for the angular radii of the small circles described round the triangles associated (colunar) with a given triangle ABC.

If R_1, R_2, R_3, be these radii, and r_1, r_2, r_3, the radii of the three escribed circles of the triangle, prove that

$$\tan R_1 \tan r_1 + \tan R_2 \tan r_2 + \tan R_3 \tan r_3 + 3$$
$$= \left(\tan \frac{A}{2} + \tan \frac{B}{2} + \tan \frac{C}{2}\right) \left(\cot \frac{A}{2} + \cot \frac{B}{2} + \cot \frac{C}{2} + \cot \frac{A}{2} \cot \frac{B}{2} \cot \frac{C}{2}\right)$$

MONDAY, 16TH JANUARY, 2 TO 5 P.M.

CO-ORDINATE GEOMETRY.

I. Find the equation to the bisectors of the angles formed by the straight lines $ax^2 + 2hxy + by^2 = 0$ the axes being rectangular.

The line joining the centre of an ellipse to one extremity of a chord makes the same angle with one axis, that the line joining the centre to the other extremity makes with the other axis; find the locus of the pole of the chord.

II. Prove that through any point two conics can be drawn confocal with a given conic, one of which is an ellipse and the other a hyperbola.

If two straight lines cut a conic in concyclic points, they also cut all confocals in concyclic points, and the locus of the centres of the circles through these points is a straight line.

III. Find the envelope of a straight line whose equation contains a variable parameter to the second degree

The chords of contact of tangents at right angles to one another in an ellipse envelope a confocal ellipse.

IV. Find the parabola of closest contact at any point of an ellipse, and show that its axis is parallel to the diameter through that point, and its latus rectum is inversely proportional to the radius of curvature at the extremity of the conjugate diameter.

V. Find the polar reciprocal of one circle with respect to another.

Prove that chords of a conic which subtend a right-angle at a given point envelope a conic with that point as focus and its polar as directrix. If the given point is a focus of the given conic the envelope's eccentricity is $\frac{1}{\sqrt{2}}$ of the eccentricity of the given conic; and if the given point is on the conic the envelope becomes a fixed point on the normal.

VI. Prove that the equation of a conic touching the sides of the triangle of reference may be written $\sqrt{l\alpha} + \sqrt{m\beta} + \sqrt{n\gamma} = 0$.

The six points in which the tangents parallel to the sides meet the sides lie on a conic.

VII. Find the equation to a plane in the form $lx + my + nz = p$.

A, B, C are the feet of the perpendiculars from a point P on the co-ordinate axes; find the equations of the planes PAB, PAC and PBC, and the radius of the sphere inscribed in PABC.

VIII. Find the condition that two straight lines in space may intersect.

Prove that the points on $\frac{x^2}{a^2} + \frac{y^2}{b^2} + \frac{z^2}{c^2} = 1$ the normals at which intersect the line $x = y = z$ lie on the cone

$$xy\left(\frac{1}{a^2} - \frac{1}{b^2}\right) + xz\left(\frac{1}{c^2} - \frac{1}{a^2}\right) + yz\left(\frac{1}{b^2} - \frac{1}{c^2}\right) = 0$$

IX. Find the locus of the middle points of parallel chords of an ellipsoid.

Show that the plane through the extremities of three conjugate diameters of an ellipsoid is diametral to the line joining the point of intersection of the tangent planes at the same points to the centre.

X. Prove that the equations of the generators of a hyperboloid of one sheet may be written in the form

$$\frac{x - a\cos\theta\sec\phi}{a\sin(\theta \pm \phi)} = \frac{y - b\sin\theta\sec\phi}{-b\cos(\theta \pm \phi)} = \frac{z - c\tan\phi}{\pm c}.$$

The central section of a hyperboloid of one sheet conjugate to a generator is two parallel straight lines, one of which cuts the given generator on the principal elliptic section.

XI. Find the area of a central section of a given ellipsoid.

A cylinder is described enveloping the ellipsoid $\frac{x^2}{a^2} + \frac{y^2}{b^2} + \frac{z^2}{c^2} = 1$, and with its axis in the direction l, m, n. Prove that the area of its circular section is $\pi abc\sqrt{\frac{l^2}{a^2} + \frac{m^2}{b^2} + \frac{n^2}{c^2}}$.

XII Find the radius of curvature at any point of a given curve.

Prove that the locus of the centre of curvature of the helix $x = \cos\theta$, $y = a\sin\theta$, $z = c\theta$, is another helix.

TUESDAY, 17TH JANUARY, 10 A.M. TO 1 P.M.

NEWTON AND DIFFERENTIAL CALCULUS.

I. State and prove Lemma IV.

An arc of the curve $y^3 = ax^2$ beginning from the origin is made to revolve round the axis of x. Find the volume generated.

II. When a body revolves in an orbit subject to the action of forces tending to a fixed point, the areas which it describes by radii drawn to the fixed centre of force are in one fixed plane and are proportional to the times of describing them.

If the velocity of a planet be resolved into two components, one parallel to the minor axis of its orbit and the other perpendicular to the radius vector, show that each of the components is constant, and that their ratio is the eccentricity of the orbit.

III A body revolves in an ellipse; find the law of force tending to the centre.

If when the body arrives at the extremity of the minor axis the force is suddenly transferred to the focus, show that $\frac{2}{\epsilon^2} - \frac{1}{e} = 1$, where e and ϵ are the eccentricities of the old and new orbits

IV Enunciate and prove Kepler's Third Law.

The time through an arc of a parabolic orbit bounded by a focal chord $\propto$ (chord)$^{\frac{3}{2}}$

V (1) Given $y = ax + by + cz$, and $ax^2 + by^2 + cz^2 = 0$, find $\frac{dy}{dx}$.

(2) Show that

$$f\left(\frac{d}{dx}\right)e^{ax}X = e^{ax}f\left(a + \frac{d}{dx}\right)X,$$

X being any function of x; and that

$$f\left(\frac{d^2}{dx^2}\right)\cos mx = f\left(-m^2\right)\cos mx.$$

VI Define Bernoulli's numbers and establish the relation between them.

Show how to expand cosec x in ascending powers of x, the coefficients being expressed in Bernoulli's numbers.

VII. Investigate the conditions for a maximum or minimum value of a function of two variables.

Show that the maximum ellipse inscribed in a given rhombus is similar to the minimum circumscribing ellipse.

VIII. The envelope of the family of curves represented by $f(x, y, a) = 0$ where a is a variable parameter touches every curve of the family.

Find the negative pedal of the cardioid $r = a(1 + \cos\theta)$, with respect to the pole.

IX Obtain an expression for the radius of curvature at any point of the curve $f(x, y) = 0$

Find the radii of curvature at the origin of the two branches of the curve

$$\frac{x^2}{y}\left(x - 1\right) + \frac{y^2}{x}\left(y - 1\right) = 1$$

X. Find the singular points on the curve

$$y^4 - 2y^2 (x - a)(x - 2a) + (x - a)(x - 2a)^3 = 0$$

and show that it has a parabolic asymptote.

XI. Trace the curve $r = a \sec 4\theta$, showing the position of the asymptotes.

TUESDAY, 17TH JANUARY, 2 TO 5 P.M.

INTEGRAL CALCULUS AND DIFFERENTIAL EQUATIONS.

I. (1) Integrate $\int \frac{x-1}{x+2} \frac{dx}{\sqrt{x^3-1}}$; $\int \frac{\sin^2\theta \, d\theta}{\cos^6\theta}$

(2) Evaluate $\int_0^{2a} \frac{x^m dx}{\sqrt{2ax - x^2}}$; $\int_0^1 \left\{ \log \frac{1+y}{1-y} \right\} \frac{dy}{(1+y)^2}$

II. (1) If $\phi(x)$, $f(x)$ be rational integral functions of x, the first being of a lower degree than the second, prove that $\phi(x) / f(x)$ can be expanded into partial fractions of the form $A(x - a)^{-1}$ when all the roots of $f(x) = 0$ are different.

(2) Prove that $\int_0^{\sqrt{\frac{1}{2}}} \frac{dx}{x^4 + 1} = \frac{\sqrt{2}}{8} (\log 5 + 2\tan^{-1}2)$.

III. (1) Enunciate Simpson's and Weddle's rules for determining the area of a plane curve. For what form of the curve will these rules give accurate results?

(2) Prove that the area of a plane curve is $\frac{1}{2} \int (y dx - x dy)$, and explain how the limits of the integral are found.

(3) The area of the curve $x = a \cos^3\theta \sin 2\theta$, and $y = a \sin^3\theta \cos 2\theta$ is $\frac{\pi a^2}{8}$.

IV. (1) Find the volume of the portion of an ellipsoid cut off by any plane.

(2) If the cissoid and its generating circle be made to revolve round the asymptote of the first curve, they generate equal volumes.

V. If $D(\alpha, \beta) = \int_0^1 dx \sqrt[\alpha]{1 - x^\beta}$; prove that

$$D(\alpha, \beta) = D(\beta, \alpha) = \frac{\Gamma\left(\frac{1}{\alpha}\right) \Gamma\left(\frac{1}{\beta}\right)}{(\alpha + \beta)\, \Gamma\left(\frac{1}{\alpha} + \frac{1}{\beta}\right)}.$$

VI. Find the Cartesian equation of the curve whose intrinsic equation is $s = a \sin 3\phi$.

VII. (1) Investigate the condition that the equation $Mdx + Ndy = 0$, may have a homogeneous function of x and y of the nth degree for an integrating factor.

(2) Solve:—

$$(y^3 + axy^2)\,dy - ay^2dx + (x + y)\,(xdy - ydx) = 0$$

VIII. (1) Any differential equation of the form $f\left(y, \frac{dy}{dx}, \frac{d^2y}{dx^2}\right) = 0$ may be depressed so as to become a differential equation of the first order.

(2) The curve A is the inverse of the curve B. Determine the forms of A and B so that the radii of curvature at the corresponding points of A and B may be to one another in a constant ratio.

IX. Show that the equation $\frac{d^2y}{dx^2} + 2P\frac{dy}{dx} + Qy = 0$, may be transformed into $\frac{d^2z}{dx^2} + 2P_1\frac{dz}{dx} + Q_1 z = 0$, by the substitution $ye^{\int Pdx} = ze^{\int P_1 dx}$, provided that $Q_1 - \frac{dP_1}{dx} - P_1^2 = Q - \frac{dP}{dx} - P^2$

X. (1) Explain the generation of and show how to solve Lagrange's equation $Pp + Qq = R$.

(2) Solve: $\left(\frac{y}{b} - \frac{z}{c}\right)p + \left(\frac{z}{c} - \frac{x}{a}\right)q = \frac{x}{a} - \frac{y}{b}$.

WEDNESDAY, 18TH JANUARY, 10 A.M. TO 1 P.M.

ADDITIONAL PAPER ON PURE MATHEMATICS.

I. (1) Find the total number of ways in which it is possible to make a selection by taking some or all out of $p + q + r + \ldots$ things whereof p are alike of one kind, q alike of a second kind, r alike of a third kind, and so on.

(2) If of $p + q + r$ things, p be alike of one kind, q alike of another kind, and the rest different, show that the total number of combinations is $(p + 1)(q + 1)2^r - 1$.

II Prove that $\log \frac{1 + x\sqrt{-1}}{1 - x\sqrt{-1}} = 2\sqrt{-1}\tan^{-1}x$, and that the sum to infinity of the series $x - \frac{1}{4}x^4 + \frac{1}{7}x^7 - \frac{1}{10}x^{10} + \ldots$ is $\frac{1}{3}\log(1 + x) - \frac{1}{6}\log(1 - x + x^2) + \frac{1}{\sqrt{3}}\tan^{-1}\frac{x\sqrt{3}}{2 - x}$

III. (1) Find an expression for the spherical excess in terms of the three sides of the triangle.

(2) Solve a spherical triangle when a, $b-c$, and E are given.

IV. If two ellipses have one focus common and equal major axes, prove that their real common chord is perpendicular to the line joining their centres.

V. If a tangent TP to one of two confocal conics whose common centre is C be perpendicular to a tangent TQ to the other, show that the locus of T is a circle and that CT bisects PQ.

VI. (1) Find the equation of the circle with reference to which the triangle of reference is self-polar.

(2) Deduce the equation of the nine-points circle from the consideration that it circumscribes the triangle formed by the lines $a\alpha - b\beta - c\gamma = 0$, $b\beta - c\gamma - a\alpha = 0$, and $c\gamma - a\alpha - b\beta = 0$.

VII. (1) Assuming Taylor's theorem, show that

$$\phi(x + h) = \phi(x) + h\phi'(x) + \dots + \frac{h^{n-1}}{\lfloor n-1} \phi^{n-1}(x) + \frac{(1-\theta)^{n-p-1} h^n}{\lfloor n-1 \, (p+1)} \phi_n(x + \theta h)$$

(2) Given that

$$\frac{x}{2}\,\frac{e^x + 1}{e^x - 1} = 1 + B_1 \frac{x^2}{\lfloor 2} - B_3 \frac{x^4}{\lfloor 4} + B_5 \frac{x^6}{\lfloor 6} - \text{\&c.},$$

deduce that

$$\tan x = B_1 \frac{2^2 (2^2 - 1)}{\lfloor 2} x + B_3 \frac{2^4 (2^4 - 1)}{\lfloor 4} x^3 + \dots$$

VIII. (1) The locus of the centres of all conics having contact of the third order with a given curve at a given point is a straight line which passes through the point of contact.

(2) Prove that the circle $\sqrt{2}\,(x^2 + y^2 + 2) = 3(x + y)$ has contact of the third order with the conic $5x^2 - 6xy + 5y^2 = 8$.

IX. (1) If $u = \int_a^b \phi\,(x, c)$ and a, b be both functions of c, find $\frac{du}{dc}$ and $\frac{d^2u}{dc^2}$

(2) Find the form of $\phi\,(x)$ so that the integral $\int \frac{\phi\,(x)\,dx}{\sqrt{c - x}}$ may be independent of c, assuming that $\phi\,(x)$ is independent of c.

X. If $\phi\,(x)$ is a function which approaches a definite limit as x becomes zero, prove that $\int_0^\infty \frac{\phi\,(bx)dx}{x} - \int_0^\infty \frac{\phi\,(ax)\,dx}{x} = \phi\,(0) \log \frac{a}{b}$

XI. Show that $\frac{d^2y}{dx^2} + P\frac{dy}{dx} + Q\left(\frac{dy}{dx}\right)^2 = 0$ is integrable when P is a function of x and Q of y.

XII. Solve the equation

$$(x^2y - y^3 - y^2z)\,dx + (xy^2 - x^3 - x^2z)\,dy + (xy^2 + x^2y)\,dz = 0,$$

and obtain an integral of the equation $x\frac{d^2y}{dx^2} + \frac{dy}{dx} + my = 0$ in the form

$$y = a\left\{1 - \frac{mx}{1^2} + \frac{m^2x^2}{1^2.2^2} - \frac{m^3x^3}{1^2.2^2.3^2} + \frac{m^4x^4}{1^2.2^2.3^2.4^2} - \ldots\right\}$$

WEDNESDAY, 18TH JANUARY, 2 TO 5 P.M.

PROBLEMS, PURE MATHEMATICS.

I. (1) If

$$a^3 + b^3 + c^3 = (a + b)(b + c)(c + a)$$

and

$$(b^2 + c^2 - a^2)x = (c^2 + a^2 - b^2)y = (a^2 + b^2 - c^2)z,$$

prove that

$$x^3 + y^3 + z^3 = (y + z)(z + x)(x + y).$$

(2) If the series

$$1 + a.\frac{1-x}{1-r} + a^2.\frac{1-x}{1-r}.\frac{1-rx}{1-r^2} + a^3.\frac{1-x}{1-r}.\frac{1-rx}{1-r^2}.\frac{1-r^2x}{1-r^3} + \ldots\ldots\ldots\ldots$$

be denoted by $\phi(a, x)$, prove that $\phi(1, a)\phi(a, x) = \phi(1, ax)$.

II. From the condition $\frac{1}{n}A_{n+1} = A_n + A_{n-1}$, true for positive integral values of n, deduce that $A_r = |\underline{r}\left\{\frac{1}{|\underline{2}} - \frac{1}{|\underline{3}} + \frac{1}{|\underline{4}} - \frac{1}{|\underline{5}} + \ldots + \frac{(-1)^r}{|\underline{r}}\right\}$, A_0 being unity and A_1 zero.

III. If θ be the angle contained by arcs drawn from the angle A of a spherical triangle to the middle point of the opposite side and to the centre of the circumscribing circle, prove that

$$2\tan\theta = \frac{\cos^2\frac{1}{2}b\sin 2C - \cos^2\frac{1}{2}c\sin 2B}{\cos^2\frac{1}{2}b\sin C + \cos^2\frac{1}{2}c\sin B}.$$

IV. In an ellipse, find (1) the locus of the poles of the normals and (2) the minimum normal chord

V. A conic is inscribed in a parallelogram; and any tangent to the conic meets the sides opposite to an angle A in B and C Show that the triangle ABC is of constant area.

VI. Find the equation of the right conoid whose axis is the axis of z and whose generators pass through the circle $x = a$, $y^2 + z^2 = b^2$.

VII. Prove that the normal to a lemniscate at any point divides the line joining the foci in the duplicate ratio of the focal distances.

VIII. Show that the fourth negative pedal of the cardioid $r = a\,(1 + \cos\theta)$ is a parabola

IX If $S\,(a, b)$ be any symmetric function of a, b, show that

$$\int_1^n S\left(x^2, \frac{n^2}{x^2}\right)\frac{dx}{x} = \int_1^n S\left(x, \frac{n^2}{x}\right)\frac{dx}{x},$$

and thence deduce that

$$\int_1^{\sqrt{2}} \frac{(x^4 - 2x^2 + 2)\,dx}{x^{2n+1}} = \int_1^{\sqrt{2}} \frac{(x^2 - 2x + 2)\,dx}{x^{n+1}}.$$

X. Solve the equations :—

$$\frac{dx}{dt} + 5x + y = e^t$$

$$\frac{dy}{dt} + 3y - x = e^{2t}$$

THURSDAY, 19TH JANUARY, 10 A.M. TO 1 P.M.

DYNAMICS.

I. (1) State in what ratios the measures of (a) an *acceleration*, (b) *the length of a pendulum* beating time-units, and (c) *work* must be altered if we have to change from a foot-pound-second to a yard-pound-minute system.

(2) Calculate in foot-pounds the *kinetic energy* of the rim of a fly-wheel performing 6 revolutions per minute ; supposing its specific gravity to be 7·25, its thickness to be 6 inches, and its inner and outer radii to be 4 ft. and 5ft., respectively.

II. (1) Show how to determine the component accelerations of a moving point referred to two axes turning round the origin in any given manner

(2) If the axes turn with uniform angular velocity, what would be the actual velocity of the point when it appears to be stationary with respect to the moving axes

III. (1) Define the hodograph, and prove that the hodograph for the motion of a planet or comet is always a circle.

(2) Apply the method of the hodograph to determine the law of force to the focus in an ellipse.

IV (1) In any orbit described under the action of a central force, $P = \frac{h^2}{p_3}\,\frac{dp}{dr}$.

(2) Find the law of force to the pole under which the cardioid, $r = a\,(1 + \cos\theta)$, can be described.

V. (1) Find the time of oscillation of a simple pendulum, the amplitude of an oscillation being a; obtain an approximation for the time neglecting a^4 in comparison with unity.

(2) If a pendulum which beats seconds for very small oscillations be made to vibrate through an arc of 10°, show that it will lose 41 seconds in a day.

VI. (1) A system of forces acting on a rigid body can be reduced in an infinite number of ways to a pair of non-intersecting forces.

(2) If AP, BQ represent one such pair in magnitude, direction, and line of action, the volume of the tetrahedron having AP, BQ for its opposite edges is constant.

VII. (1) Obtain formulæ for finding the centroid of a surface of revolution

(2) Find the law of density, varying as some power of the distance from the base, that the centroid of a hemispherical shell may be at a distance $\frac{2r}{3}$ from the centre.

VIII. (1) If a string of variable thickness but inextensible hangs in the curve whose equation is $\frac{y}{a} + \log\cos\frac{x}{a} = 0$, under the action of gravity alone, the axis of x being horizontal, show that the tension at any point varies as the thickness of string at that point.

(2) The vertical chord of curvature at any point of the catenary of uniform strength is constant.

IX. (1) Find the attraction of a spherical homogeneous shell on a particle placed without it.

(2) If the earth's mass be 81 times that of the moon, determine the distance from the earth at which a particle would be in equilibrium under the action of those bodies.

THURSDAY, 19TH JANUARY, 2 TO 5 P.M.

DYNAMICS.

I. Define the central axis of a system of forces and find its equations.

A force P acts in the line $x = 0$, $z = a$, and another force Q in the line $y = 0$, $z = b$: find their central axis and show that for different values of P and Q the central axis traces out the surface

$$\frac{z-a}{x^2} + \frac{z-b}{y^2} = 0$$

II. A particle is constrained to remain on a rough surface; determine the boundary of the region within which equilibrium is possible.

Prove that on a rough prolate spheroid of revolution whose greatest and least semi-axes are a and b, a particle will rest everywhere under the action of a force to the centre provided that the coefficient of friction be greater than $\frac{a^2 - b^2}{2ab}$.

III. A particle describes a curve under a central attractive force $(\mu^2 + k^2) r$ in a medium whose resistance is $2kv$; μ, k, being constants. Show that its coordinates at time t are

$$e^{-kt}\left\{x_0 \cos \mu t + \frac{u_0 + kx_0}{\mu} \sin \mu t\right\}$$

$$e^{-kt}\left\{y_0 \cos \mu t + \frac{v_0 + ky_0}{\mu} \sin \mu t\right\}$$

and determine the path.

IV. Define the terms Moment of Inertia, Momental Ellipsoid, Momental Ellipse, Principal Axis. Prove that for any given system of bodies there is at least one set of principal axes through any point.

Find the condition that a given straight line may be a principal axis at some point of its length; and show that the lines which satisfy this condition and which pass through a fixed point are all generators of a quadric cone.

V. State D'Alembert's Principle, and show that it may be deduced from Newton's Third Law of Motion. Show clearly how it is used in finding the equations of motion of a material system.

A rod whose mass may be neglected lies on a smooth horizontal table and has masses M, m, attached to its ends: m is constrained to move in a straight smooth groove on the table, but the rod can turn freely round m. When the direction of the rod coincides with that of the groove it is set in motion so that M begins to move perpendicular to the groove with velocity V. Write down all the equations of motion. Show that M will move in an ellipse whose axes are in the ratio $M + m : m$, and that the pressure on the groove when the rod makes an angle θ with it is

$$\frac{mM(m + M)\sin\theta\, V^2}{(m + M\cos^2\theta)^2\; l}$$

VI. A body moving in two dimensions in any manner is struck in any manner. Write down equations sufficient to determine the subsequent motion.

A smooth oval disc of mass M turning on a smooth horizontal table with angular velocity ω but without any translational velocity, strikes a smooth horizontal rod of mass M at its middle point. Prove that the angular velocity is diminished in the ratio

$$(M + m) k^2 - mex^2 : (M + m) k^2 + mx^2$$

where e is the coefficient of elasticity, x the distance of the centre of gravity from the normal at the point of impact, and k the radius of gyration about a vertical axis through the centre of gravity.

VII. A body is subject to certain constraints, one of which suddenly gives way. Show how to find the initial reactions.

A punkah is supported symmetrically by two vertical ropes, one of which suddenly breaks. Show that the instantaneous change in the tension of the other is

$$\frac{1}{2}\,\frac{k^2 - a^2}{k^2 + a^2}\,W$$

where W is the weight of the punkah, k its radius of gyration about a perpendicular to its plane through its centre of gravity, and $2a$ is the distance between the ropes.

VIII. Define Energy, and distinguish between kinetic and potential energy. Can a single particle or *rigid* body have potential energy?

Show that the total energy of a material system remains constant except forces external to the system act upon it, but that if external forces act the change of energy is equal to the work done by the forces.

A heavy uniform elliptic cylinder rests in unstable equilibrium on a perfectly rough horizontal plane and is then very slightly disturbed so that it rolls over. Show that its angular velocity ω as it passes through the position of stable equilibrium is given by

$$(a^2 + 5b^2)\,\omega^2 = 8g\,(a - b)$$

where a, b, are the semi-axes of the transverse elliptic section of the cylinder.

FRIDAY, 20TH JANUARY, 10 A.M. TO 1 P.M.

HYDROSTATICS, HYDRODYNAMICS, AND OPTICS.

I. (1) A mass of elastic fluid contained in a vessel revolves uniformly about a vertical axis. Find the pressure at any point and the surfaces of equal pressure.

(2) A hemisphere with its axis vertical contains a quantity of fluid, the volume of which is one-half of that of the hemisphere. With what angular velocity must the fluid revolve that it may just reach the rim of the hemisphere.

II. (1) A vessel, having a plane base and plane vertical sides, contains two liquids which do not mix Find the resultant pressure on one of the sides, and the centre of pressure.

(2) An area bounded by the curve $r = a\,(1 + \cos\theta)$ is immersed vertically in a homogeneous fluid, the prime radius vector being coincident with the surface. Show that the centre of pressure is at a depth $\frac{63\pi a}{256}$

III. (1) Find the resultant pressure on any surface of a fluid at rest under the action of any given forces.

(2) A vessel in the form of a paraboloid of revolution is

filled with a known fluid and then inverted upon a horizontal plane. Find the least weight of the vessel that the fluid may not escape from under it.

IV (1) A homogeneous solid floats wholly immersed in a fluid of which the density varies as the depth. Find the depth of its centre of gravity.

(2) A cylinder whose axis is vertical is floating in a fluid in which the density at any point varies as the square of the depth. The cylinder is depressed till its upper end just coincides with the surface of the fluid, and on being let go, it rises just out of the fluid. Show that when the cylinder was floating, the depth immersed was to the height of the cylinder as 1 to $\sqrt[3]{4}$

V (1) Define the metacentre and give any method of finding it.

(2) A prolate spheroid is placed with its axis vertical in a vessel with a horizontal base into which fluid is poured. Determine the height to which the fluid must rise in order that the equilibrium may be stable for small displacements.

VI. (1) A body symmetrical with respect to a vertical plane through its centre of gravity floats in a fluid. Assuming that the centres of gravity of the body, of the fluid originally displaced, and of the plane of floatation lie in a vertical line, find (1) the time of a complete oscillation when a vertical displacement is made, (2) the time of a small oscillation when a small angular displacement is made.

(2) A paraboloid of revolution, with its axis vertical and vertex downwards, is oscillating in a fluid. If t be the period of a small oscillation, prove that the depth to which the body is immersed when in a position of rest is $\frac{2gt^2}{\pi^2}$

VII. (1) A flexible vessel in the form of a surface of revolution is subject to fluid pressure such that it is the same at all points of the same circular section. Find the principal tension at any point.

(2) A hollow cone, the vertex of which is downwards, is filled with fluid. Find where the horizontal tension is greatest.

VIII. If x, y, z, be the co-ordinates of a point within an inelastic and homogeneous fluid in motion, u, v, w, the velocities parallel to the axes at the point, U the resultant velocity, and if $Xdx + Ydy + Zdz = dR$, and $udx + vdy + wdz = d\phi$, show that

$$\frac{p}{\rho} = R - \frac{d\phi}{dt} - \frac{1}{2}U^2,$$

and that the equation of continuity is

$$\frac{d^2\phi}{dx^2} + \frac{d^2\phi}{dy^2} + \frac{d^2\phi}{dz^2} = 0.$$

IX. (1) What is the meaning of "steady motion?" A vessel, kept constantly full, has a horizontal orifice at its base from which the fluid issues at a uniform rate. Find the velocity at the orifice and the time in which a given quantity of fluid will flow out through it.

(2) Find the time in which the fluid contained in a vessel formed by the revolution of the curve $y^4 = a^3x$ about the axis of x will descend through a given length, the axis of the vessel being vertical, supposing a small orifice to be made at the vertex.

X. (1) Determine the motion of an incompressible fluid in a *uniform* tube of small section.

(2) Liquid rests in a fine tube, the axis of which is a circle of radius a in a vertical plane. The fluid being slightly disturbed, required the time of a small oscillation.

XI. (1) In the side of a vessel containing fluid which rotates uniformly about a vertical axis, a small aperture is made. Find the velocity of efflux.

(2) A given quantity of fluid in a vertical cylinder revolves about the axis of the cylinder with a given angular velocity in a form of equilibrium. Supposing a small orifice to be made in the side of the vessel, find the time which will elapse before the lowest point of the revolving fluid descends to the level of the orifice.

FRIDAY, 20TH JANUARY, 2 TO 5 P.M.

ASTRONOMY.

I. Describe the Mural Circle

Why are the errors of adjustment of less consequence in this than in the Transit instrument ?

Show how by using reading microscopes in pairs the error of centering is eliminated. What is the object of using three pairs ?

II. Explain the method of determining time by a single altitude of a known star What special advantage is there in observing the star when near the prime vertical ? What is the disadvantage of this position ?

III. Why is the afternoon not always of the same length as the forenoon ? Find an expression for the difference.

IV. Why are the seasons of different lengths ? Is the inequality increasing or diminishing ?

Show that the total amount of heat received by the earth is the same in each season.

V. What is the Equation of Time ?

How will you determine that portion of the Equation of Time due to the obliquity of the ecliptic ? If the obliquity is small (n°) show that its maximum value is very nearly $\frac{1}{3}\pi n^2$ seconds.

Why are not the times of setting of the sun, as given in ordinary almanacs, the latest on the longest day.

VI. Describe the phenomenon known as *aberration*, and show that the aberration curve of a star is in general an ellipse.

The sun being at the summer solstice, determine the locus of a star whose (1) declination (2) AR, is unaffected by aberration.

If the aberration in the declination of a star is equal to that in its Æ, show that $\sin 2\delta = 2\tan Æ$

VII Describe in a general way the method of determining longitude by lunar distances, supposing there is only one observer.

In the pages of the nautical almanac giving the Lunar Distances there are columns headed " P L. of diff." What do the figures entered in these columns denote, and how are they used ?

VIII Explain by means of a diagram the phenomenon known as the Moon's Libration in longitude.

Describe the appearances of the heavens to an observer on the moon, during a synodic revolution.

IX Find the elongation at which Venus appears brightest, assuming the orbits of the planet and the earth to be circular and in the same plane.

X. What are the data required for calculating a lunar eclipse ?

If at the time of opposition θ be the inclination of the moon's relative orbit to the ecliptic, λ its latitude, and l its hourly motion in latitude, show that the interval between the first and last contact with the penumbra is given by the expression

$$\frac{2\sin\theta}{l}\sqrt{c^2-\lambda^2\sin 2\theta},$$

where c denotes the sum of the semi diameters and horizontal parallaxes of the sun and moon.

What change in the value of c will give the corresponding interval for the umbra ?

SATURDAY, 21ST JANUARY, 10 A.M. TO 1 P.M.

ADDITIONAL PAPER ON MIXED MATHEMATICS.

I. Define the potential of a mass attracting according to the law of nature.

Establish the characteristic equation of the potential, *viz.*:

$$\frac{d^2V}{dx^2} + \frac{d^2V}{dy^2} + \frac{d^2V}{dz^2} + 4\pi\rho = 0.$$

Prove that the mean potential of an attracting mass over the surface of a sphere which contains none of it is equal to the potential at the centre of the sphere.

II. Find the equations of equilibrium of a string acted on by given forces ; and find the differential equation of the curve in which a string will rest under the influence of a repulsive force from a fixed point.

An elastic string originally uniform and of length l is fastened at two given points, and is in equilibrium in the form of a portion of a circle under the action of a repulsive force tending from a given point on the circumference : show that the force at distance r is

$\frac{A}{r^3} + \frac{B}{r^5}$, and find A and B.

III. If P and T be the components of the force on a particle along the tangent and normal respectively, prove the equation $h^2 u^2 \left(\frac{d^2 u}{d\theta^2} + u \right) = P - \frac{T}{u} \frac{du}{d\theta}$

A bo'y describes the curve $\left(\frac{x}{a} \right)^n + \left(\frac{y}{b} \right)^n = 1$ under the action of a force to the centre. Show that the central force is $\lambda r (xy)^{n-2}$, and that when n is even, the periodic time is $\overline{ab)}^{n}\sqrt{\frac{n-1}{\lambda}}$, where A is the area of the curve.

IV. A particle moves on a smooth surface under the action of given forces: find the velocity at any point and the pressure on the surface

A heavy particle moves on the inside of a smooth prolate spheroid whose axis is vertical with velocity due to the level of the upper vertex; its motion is horizontal at the level of the centre; find when it is again horizontal.

V. Investigate Euler's equations for the motion of a body about a fixed point.

A body is moving about a fixed point under the action of no forces: find the components of the reaction on the fixed point in terms of the components of the angular velocity at any instant

VI. A cylindrical surface of any form rests in stable equilibrium on another perfectly rough cylindrical surface, the axes of the cylinders being parallel. A small disturbance being given to the upper surface, find the time of a small oscillation.

An elliptic cylinder rests in equilibrium on a perfectly rough inclined plane, the axis of the cylinder being horizontal Show that the inclination of the plane to the horizon cannot be greater than $\cos^{-1} \frac{2ab}{a^2 + b^2}$, and that the equilibrium is stable if CP $<$ CD where CP is the perpendicular to the axis of the cylinder and the line of contact, and CD is the semi-diameter conjugate to CP in the cross section of the cylinder through CP.

Show that there are four positions of equilibrium, two stable and two unstable, and that the time of executing small oscillation about a position of stable equilibrium is the same as that of a simple pendulum of length $\frac{1}{4}$ CP.$\frac{CD^2 + 5CP^2}{CD^2 - CP^2}$.

VII. Show how Lagrange's equations of motion may be used to determine the small oscillations of a system.

A point of unit mass executes vibrations in one plane, and

its kinetic and potential energies are $\frac{1}{2}(a\dot{x}^2 + 2h\dot{x}\dot{y} + b\dot{y}^2.)$ and $V_0 + \frac{1}{2}(Ax^2 + 2Hxy + By^2)$ respectively. Show that, if the motion be thoroughly stable, the periods of vibration are the several values of π/p where p^2 is a maximum or minimum value of the fraction $\dfrac{Ax^2 + 2Hxy + By^2}{ax^2 + 2hxy + by^2}$.

VIII. Find the differential equation to the path of a ray of light propagated in one plane through a medium of varying density.

If the refractive index of the medium vary as the nth power of the distance from a fixed point, the equation to the path of the ray is $r^{n+1} \sin (n + 1)\theta = a^{n+1}$.

IX. Define and find the position of the circle of least confusion of a pencil after oblique refraction at any surface, pointing out how this position depends on the shape of the pencil made by the refracting surface.

A pencil proceeding from two focal lines passes directly through a thin lens of focal length f, the section of the pencil made by the lens being circular. If v, p, be the distance from the lens, and the radius, of the circle of least confusion before incidence, v', p', the same after emergence, then

$$\frac{1}{v'} - \frac{1}{v} = \frac{1}{f}, \quad p' = \frac{fp}{v+f}$$

X. A mass of fluid is at rest under the action of given forces show how to find the pressure at any point. What condition must be fulfilled for equilibrium to be possible?

A mass of liquid is in equilibrium under the action of two centres of force, one attractive, the other repulsive, the force due to each being represented by μ (distance)$^{-1}$. Show that the surfaces of equal pressure are spheres cutting orthogonally the sphere which has for diameter the line joining the centres of force.

SATURDAY, 21ST JANUARY, 2 TO 5 P.M.

PROBLEMS IN MIXED MATHEMATICS.

I. A disc in the form of a central conic is moveable about its centre. About the conic a polygon is described and forces act from the points of contact towards the angles, and are represented by the portions of the sides between the points of contact and the adjacent angles. Show that the disc will be in equilibrium.

II. Two equal inelastic particles are projected with equal velocities but at different inclinations from the same point on a smooth horizontal plane, so as to have the same range on the plane : determine completely the path of their centre of gravity. Prove that the

angle ϕ between the two branches at the first salient point in the path is such that, if a be the smaller angle of projection

$$(2 + 5\sin^2 a - 3 \sin a\cos a) \tan \phi = \sin^2 a + \sin a \cos a.$$

and find the angle at the other salient point.

III. A vertical cylinder containing air is closed at the top by a piston of mass M which can work smoothly in the cylinder and is in equilibrium. If a mass m be now placed on the piston, find an equation to determine the space through which the piston will oscillate.

If m be small compared with M prove that the period of an oscillation is approximately equal to $\pi \sqrt{\frac{2x}{g}\left(1 + \frac{M}{m}\right)}$

IV. AB is a vertical rod and a weight C of mass m is suspended from A by a weightless rod of length l, while a weight of mass M is connected with C by a second rod of length l, and can slide freely on AB. If the whole system be made to rotate about AB with uniform angular velocity ω, and θ be the angle which AC makes with the vertical when there is relative equilibrium, show that

$$\cos\theta = \frac{g}{\omega^2 l}\left(1 + \frac{2M}{m}\right)$$

V. A circular plate is divided into two parts by a circle which cuts it orthogonally. Show that the attractions of the two parts on a particle at the centre of the second circle are equal.

VI. Two particles of masses M and m are attached to the ends of an inextensible string which passes through a smooth fixed ring, the whole resting on a smooth horizontal table. The particle m is then projected along the table at right angles to the string. Show that its path is the curve $r\cos k\theta = a$, where a is the initial distance of m from the ring and $k^2 = m/(m + M)$. Show also that the tension of the string is $\frac{M m}{m + M} \frac{a^2 V^2}{r^3}$, and that M will reach the ring in time $\sqrt{(l^2 - a^2)}/k V$, where V is the initial velocity of m, and l is the total length of the string.

VII. The density of an ellipsoid at the point (x, y, z) is $\mu \frac{xyz}{abc}$ where $2a, 2b, 2c$, are the axes. Show that its moment of inertia about the axis $2a$ is $\frac{1}{4}$ M $(b^2 + c^2)$ where M is its mass.

VIII. If a triangle whose sides are a, b, c be suspended in succession from each of its angular points, and T_1, T_2, T_3, be the corresponding times of making small oscillations in its own plane, prove that

$$T_1^2 (b^2 - c^2)\sqrt{\{2(b^2 + c^2) - a^2\}} + T_2^2 (c^2 - a^2)\sqrt{\{2(c^2 + a^2) - b^2\}} + T_3^2(a^2 - b^2)\sqrt{\{2(a^2 + b^2) - c^2\}} = 0.$$

the subject? and how did these experiments prove the accuracy of his observation?

V. State the arguments upon which the belief is founded that the macrospore of a selaginella is the homologue of the embryo-sac of a phanerogamic plant.

THURSDAY, 19TH JANUARY, 10 A.M. TO 1 P.M.

PHYSIOLOGY.

I. Describe the development of the heart and great vessels.

II. State the general effects upon the blood pressure which are produced by stimulation of the cardiac inhibitory and accelerator nerves.

What are the effects upon the heart's action of the following:—muscarine, atropin, nicotine, curara, and digitalis?

III. Trace the course of a motor impulse from the cortex cerebri to the fore-arm.

IV. Describe the curve produced on the recording surface of a myograph by a single muscle contraction, and analyse the various periods of the curve.

V. What evidence is there for and against the formation in the kidneys themselves of the following constituents of the urine:—urea, uric acid, hippuric acid? Mention any facts with which you are acquainted which seem to indicate the possible antecedents of urea in the body.

VI. Describe the development of a long bone from cartilage

THURSDAY, 19TH JANUARY, 2 TO 5 P.M.

I. Give an account of the development of the eye.

II. Describe the peripheral endings of sensory nerves

III. What is meant by (*a*) organised ferments, (*b*) unorganised ferments? Describe the action of the two classes, and give examples of each.

IV. How can the time which is taken up in performing simple mental operations be measured?

What does the term 'personal equation' denote?

What is the nature of the so-called 'tendon-reflexes'?

V. Give an account of zymogen. State what you know as to recent researches on this substance.

VI. Describe the nature and causes of the Traube-Hering curves.

FRIDAY, 20TH JANUARY, 10 A.M. TO 1 P.M.

PRACTICAL EXAMINATION.

I. Ascertain whether bile is present in the fluid marked A. Describe your method of procedure.

II. Perform Stannius' experiment on the heart of a frog.

III. Demonstrate the use of the sphygmograph. Make and prepare a tracing.

IV. Make a preparation of fibrin from the blood of the animal supplied.

FRIDAY, 20TH JANUARY, 2 TO 5 P.M.

I. From the frog supplied to you make the following microscopic preparations:—

(1) Sections of the kidney stained with borax carmine and mounted in Canada balsam.

(2) Freshly teased retinal elements.

(3) A preparation showing the structure of the wall of the lymph sac.

(4) Non-striped muscular fibres from the bladder.

II. Dissect the animal supplied to show as far as possible the course of the vagus nerve.

III. Identify the specimens placed under the microscopes.

SATURDAY, 21ST JANUARY, 10 A.M. TO 1 P.M.

SCIENTIFIC METHOD.

I. Illustrate the use of *hypotheses*, by reference to the theories of light.

II. What is meant by *generalisation*? Discuss the distinctions between *generalisation* and *analogy*.

III. Illustrate the statement that 'we must by no means suppose that, when a scientific truth is in our possession, all its consequences will be foreseen,' by reference to physiological discoveries.

IV. Describe the differences between *observation* and *experiment*, and illustrate your remarks by physiological examples.

V. What is meant by the term *control experiment*? Illustrate your answer by physiological examples.

VI. Discuss the *graphical method* in its application to physiological investigation.

BRANCH IV

MONDAY, 16TH JANUARY, 10 A M TO 1 P M

THEORY OF PSYCHOLOGY

I Describe the stages in the relative growth of the cerebrum and the cerebellum in man and point out the psychological inferences deducible therefrom

Show how a relatively unlimited number of mental phenomena can possibly have their 'seat' in a limited number of fibres and cells

What may be regarded as the physical side of each of the following —(1) Presence of mind, (2) Insanity, and (3) Irascibility?

II (1) "The physiological or the psychological character of a neural process results from its relation to those changes which precede and those which accompany it"—*G H Lewes*

(2) "These so-called faculties are classes of psychical states which are in process of being organised, and disappear when their organisation is complete"—*Spencer*

Bring out the view or views as to the seat of consciousness implied in the foregoing passages and discuss the point fully

III Indicate briefly the position of Psychology in a classification of the sciences, pointing out its claims to a separate place in the classification

Sketch the history of opinions on this subject

IV Explain *sensations, thoughts perceptions*, and *conceptions*, distinguishing them from one another and showing how these are severally connected with the general growth of the mind

V Examine the propriety of enumerating Retentiveness as an Intellectual Power along with Discrimination and Agreement

"With few exceptions the facts of retentiveness may be comprehended under the principle called the Law of Contiguity or contiguous association"—*Bain*

Examine the above, discriminating and discussing the mutual relations of Retentiveness, Memory, and Revival

VI Examine the physiological side of Feeling Thought and Will, with a view to support or criticise the three fold classification of mental phenomena

Describe clearly the doctrine that ascribes the acquisition of the Control of Feelings and Thoughts to the acquired control of the muscles What are the assumptions involved in this explanation? Do you accept the doctrine?

VII Is Attention an original or an acquired power? Describe fully its psychological character and its function in the acquisition of knowledge

VIII Explain and examine —

(1) "The organism is a system of Forces, Experience is a system of feelings"

(2) "Imagination is practical, speculative, and æsthetic"
(3) 'I am the product of all that I have felt"

IX "The quantitative correlation of feeling and nervous change holds true only within narrow limits" Show on what grounds such an inference has been based and state the limits referred to

X "The subject of the Muscular Sense has become one of the first importance in the psychology of the present day" Whence the importance of the subject

Classify the different views that have been held as to the mode by which we apprehend the different degrees of resistance and weight and as to the existence and nature of a distinct muscular sense

On what grounds does Bastian reject Bain's theory?

MONDAY, 10TH JANUARY, 2 TO 5 P M

THEORY OF PSYCHOLOGY

I Is such a thing as a Science of Metaphysics possible? If it is, what method or methods should be adopted in its construction?

II Explain carefully the view of the origin of knowledge the accompanying quotation from a modern writer discloses, compare it with the view of Locke, and show the nature of the criticism which it will evoke from Intuitionists of the school of Leibnitz and that of Kant —

"Neither observation nor reflection warrants the supposition that the infant, in spite of inheritance, has on entering the world innate ideas of Space, Time, Causation, what is innate or connate is the structure which will react under stimulus in certain definite ways, and these reactions will depend on the degree of development which the structure has acquired"

III In what sense is the term 'Conceivability' used when man's power or impotency of conception is supposed to be a test of truth?

Mill constantly alludes to Hamilton's ambiguous use of the term 'inconceivable' Point out carefully the senses in which Mill uses the term in the following sentences, and show how far he is himself consistent in his use of the term —

"We cannot *conceive* a line without breadth'

"When we have often seen two things together there is an increasing difficulty of *conceiving* the two things apart"

"The history of science teems with *inconceivables* which have been conquered"

IV State some of the leading objections to the Universal Postulate brought forward by Mill and give Mr Herbert Spencer's reply to them

What test or tests do Mill and Hamilton supply in place of the Universal Postulate? Do you consider these tests to be in any way more satisfactory?

V. (1) What meaning do you attach to Hamilton's statement :—"To think is to condition" ?

(2) Compare the arguments which Hamilton and Mansel bring forward to establish the unthinkableness of the unconditioned with those of Mr. Herbert Spencer, and see how far the additional arguments of Mr Spencer strengthen the doctrine of the unconditioned.

Do any of the arguments of Hamilton, Mansel, and Spencer remind one of Kant's arguments in support of his cognitive theory ?

VI. Cousin maintains that the idea of the Infinite or Absolute and the idea of the Finite or Relative are equally real, because the notion of the one necessarily suggests the notion of the other. Against this view Hamilton brings forward an argument such as the following :—

"Correlatives certainly suggest each other, but correlatives may not be equally real and positive. In thought contradictories necessarily imply each other, for the knowledge of contradictories is one. But the reality of one contradictory, so far from guaranteeing the reality of the other, is nothing else than its negative."

Examine carefully the position of Cousin, and the nature of the objection brought forward by Hamilton.

VII. Mill says that Mansel in applying the philosophy of the Conditioned to religion admits the conclusion only with a certain limitation. What is this limitation ? How far does this limitation affect his main argument ?

"The whole of Mr. Mansel's arguments for the inconceivability of the Infinite and the Absolute is one long *ignoratio elenchi.*" Examine this statement.

VIII. (1) What does Mansel mean by saying that the "highest principles of thought and action to which we can attain are *regulative* not *speculative*" ?

(2) Could the *sense of dependence*, the *sense of moral obligation*, and the *consciousness of limitation* be looked upon as facts of consciousness indicating the existence of a spiritual being ?

IX. (1) It is a well-known fact that external agencies can give rise to no kind of sensation which cannot also be produced by internal causes, exciting changes in the condition of our nerves. This being the case, is it possible that the senses can furnish direct evidence of the existence or properties of an extra-organic world ?

(2) "A very large number of thinkers, if I am not mistaken," says a recent writer, "always think of Mind as bred out of Matter, and yet when they study this mind as perceiving and taking cognisance of that world of Matter out of which it has been bred, do not allow that it grasps this reality at all, but only that it substitutes for this reality a hypothetical construction of its own affections."

Show that the above represents exactly the position of Mill and Bain, and examine carefully the tenableness of such a position.

X. Give a short sketch of the history of the doctrine of Primary Qualities. How will Hypothetical Dualists and Nihilists account for the distinction between Primary and Secondary qualities.

Mansel tries to reconcile Hamilton's doctrine of Relativity with his theory of Primary Qualities. Could you justify the reconciliation?

TUESDAY, 17TH JANUARY, 10 A.M. TO 1 P.M

HISTORY OF PSYCHOLOGY.

I. Give the points of distinction between the Socratic and the Pre-Socratic Philosophy.

II. Give Plato's estimate of the teaching of the Sophists. How does Grote's view differ from Plato's? Discuss the relation of Socrates to the Sophists.

III. What is the philosophical view of the *δαιμόνιον* of Socrates? What were the Socratic Eros and Irony? What is the significance of the Eros of Plato?

Describe the method of attaining and proving true knowledge adopted by Socrates.

IV. How far can Socrates be said to have taught the processes of Induction and Definition?

V. In what respects was the teaching of Socrates opposed to the national morality, politics, and religion?

VI. Show how Plato completed the principles of his predecessors by harmonising them and bringing them together under one higher principle.

VII. How does Plato show that Ordinary Consciousness is unreliable both in its theoretical and practical aspects?

VIII. Under what different aspects are Ideas conceived by Plato? What is Plato's account of the Highest Idea?

IX. Does Plato afford an explanation of the coexistence of the Ideas with the phenomena?

In what senses is Plato both a Realist and an Idealist?

How does Aristotle criticise the Platonic Theory of Ideas?

X. Discuss Plato's view of the nature of the Soul. How does he show its pre-existence and immortality?

TUESDAY, 17TH JANUARY, 2 TO 5 P.M.

PSYCHOLOGY:—AUTHORS.

I. The philosophical opinions of Spinoza have been represented as a composite of doctrines adopted from Judaism, Neo-

Platonism, and Cartesianism State which of the views of Spinoza may be traced severally to each of these sources; and point out their position in his system taken as a whole.

II. Briefly estimate the influence of Spinozism on the subsequent speculations of European thinkers.

III. Explain and examine the following:—

(1) Spinoza's conception of causalty is not mathematical, but dynamical.

(2) Spinoza's theory of nature accepts with equal welcome the extremes of Materialism and Spiritualism.

(3) Spinoza teaches the reflux of everything finite into the eternal one.

(4) Spinozism is fatalism and atheism.

(5) Spinozism is destructive and not constructive.

IV. State and examine the views of Spinoza on (1) the existence and nature of God, (2) His relation to nature, (3) man's capacity to know God, (4) the existence of evil, and (5) the relation of thought to extension.

V. State and examine Spinoza's proof of the following propositions, and point out their position in his system:—

(1) Substance is prior to its accidents.

(2) The order and connection of ideas is the same as the order and connection of things

(3) The more perfection a thing possesses the more it acts and the less it suffers, and conversely the more it acts the more perfect it is.

VI. Name the three kinds of cognition with Spinoza's remarks on each kind. Also give one instance of each kind

VII. State and criticise Spinoza's view of the relation of *reason* and *imagination*.

"The will and the intellect are one and the same." Briefly indicate the objections referred to by Spinoza to this doctrine, his replies to them; and state the *services* he claims for this doctrine on behalf of philosophy.

VIII. What is the place assigned by Spinoza to the passions in relation to human conduct? Name the five remedies that are at our disposal in respect of our passions.

IX. State and examine the arguments advanced by Spinoza in favor of a mathematical treatment of morals, and sketch what you consider to be the correct method.

WEDNESDAY, 18TH JANUARY, 10 A.M. TO 1 P.M.

THEORY OF LOGIC.

I What is the position occupied by Aristotle's Categories in the dispute regarding the nature of Abstract Ideas? How far do

they controvert the Platonic Realism? How is Aristotle's view favourable to the growth of Induction?

II. Give Mill's estimate of the Categories of Aristotle. Is it correct? How is Mill's classification of Nameable Things thought by him to be related to Aristotle's Categories? On what grounds does Mill class attributes under feelings?

III. Give the views of William of Ockham, Berkeley, and Reid regarding the nature of Abstract notions. On which phase of abstraction does James Mill chiefly lay stress? Show how Classification, Abstraction, Naming, and Definition are related to one another

IV. What is meant by a Proportional Proposition? Give an example of Inference from such propositions.

V (1) Define clearly the spheres of Probability and of Induction.

(2) Discuss the distinction made between Improbability before and Improbability after the event. Criticise Butler's and Mill's views.

(3) Give Aristotle's and Kant's divisions of Modal Propositions, and criticise them. How does the theory of Probability dispense with these divisions?

VI. What is the principle by which you distinguish a casual connection? Some men believe that about the time of the new and the full moon, the severity of disease increases. How would you show that this connection between the phases of the moon and the severity of disease is casual or causal?

VII. Does the Syllogism involve the fallacy of Petitio Principii? Give the views of Mill, Dr. Martineau, and De Morgan. What is meant by Real Deduction?

VIII. How far can 'inconceivability of the opposite' be considered the chief argument against the inductive origin of axioms?

IX. (1) What is the proof of the Law of Causation, and what is the degree of its certainty?

(2) It is said that "the ground of all induction is itself an induction." Criticise this.

X. How does true Analogy differ from a strict Inductive Inference? How is the value of an argument from Analogy estimated? Is the inference from man's possession of mental faculties to the fact that the lower animals also are endowed with mental faculties, though not to the same degree, an Analogy or an Induction?

XI. (1) Is the Joint Method of Elimination as conclusive as the Method of Difference? If not, what causes the inferiority?

(2) What use can you make of the Method of Residues in discussing (*a*) the question of the existence of the Force of Vitality and (*b*) the phenomena of Spiritualism?

THURSDAY, 19TH JANUARY, 10 A.M. TO 1 P.M.

HISTORY OF LOGIC.

I. In what ways does a historical study of the doctrines of Logic advance our knowledge of the science?

II. Distinguish between Logic as an objective and Logic as a subjective science.

What is the exact relation between deduction and induction according as Logic is viewed as an objective or a subjective science, or as partaking of the nature of both?

III. (1) What is meant by the 'Socratic induction'?

(2) Is it true that the recognition of induction by philosophers as the proper method of establishing first principles dates back as far as the time of Aristotle?

(3) Give Aristotle's view of the relation between induction and deduction.

IV. (1) Give the essential characteristics of Scholastic Logic.

(2) What are the special contributions of Bacon to the Logic of induction? Why did Bacon slight deduction as an instrument of thought and regard the inductive process as alone sufficient to supply us with all the truth we require?

(3) Give your own opinion as regards the help afforded by induction and deduction respectively in enabling us to arrive at truth.

V. "The empirical tendency for which Locke prepared the way favoured induction, but because it turned too much aside from all metaphysical relations, was not able to do much to essentially enrich or deepen the theory of the method." Comment on the above.

VI. (1) State clearly the influence of Kant on English Formal Logicians.

(2) How far are the logical theories of Mill and Bain influenced by the experiential, or, as some would prefer to call it, the Sensational school of thought to which they belong?

VII. (1) "The study both of Formal Logic and of the Theory of Probabilities has led me to adopt the opinion that there is no such thing as a distinct method of Induction as contrasted with Deduction, but that Induction is simply an inverse employment of Deduction."—*Prof. Jevons.*

Explain this view of the relation between Induction and Deduction and state the objections which it has met with from the school of Mill and Bain. Is there any way of reconciling the apparently opposite views of Mill and Jevons?

(2) In what respects does Dr. Whewell differ from Mill in the view he takes of the general character of Induction?

VIII. What various attempts have been made to reduce Inductive reasoning to the Syllogistic form? How far have these attempts been successful?

Comment on Archbishop Whately's mode of conceiving the relation between Syllogism and Induction.

IX. Prof. Bain, criticizing Mill's famous chapter on the function and value of Syllogism, has the following :—

"It was considered by many—most emphatically so by Grote—that Mill had introduced for the first time a unity into Logic, had bridged the chasm that separated the Inductive from the Syllogistic Logic. In my opinion this cannot be done, and should not be attempted. Real or Material Deduction should certainly be made continuous with Induction and with Classification, but Syllogism stands apart from them all; it is as far off from Deduction in Mill's rendering, as it is from Induction."

What is the distinction Bain draws between Real or Material Deduction and Syllogism, and see how far his criticism is valid?

X. Comment on and, where necessary, criticize the following :—

(1) "The strongest objection to Mill's theory of the Syllogism may be drawn from the demonstrative sciences."

(2) "Since Syllogistic procedure is *synthetic*, the Inductive, in so far as it separates the given object into its partly common, partly special elements, may be called *analytic*."

(3) "Certainty belongs only to the deductive process, and to the teachings of direct intuition; and as the conditions of nature are not given by intuition, we can only be certain that we have got a correct hypothesis when, out of a limited number conceivably possible, we select that one which alone agrees with the facts to be explained."

THURSDAY, 19TH JANUARY, 2 TO 5 P.M.

LOGIC :—AUTHORS.

What, according to Sidgwick, is the function of Logic? How does he meet the objection brought against the study of logic that there are so many systems of logic?

How does he distinguish Logic from (1) Psychology, (2) Rhetoric, and (3) Grammar?

II. Distinguish between Proof and Inference and explain the statement that 'all proof so far as really proof is deductive.'

How does the logician's concern with proof differ from that of the 'advocate'?

III. What does Sidgwick mean by an *unreal* proposition? Give his classification of unreal propositions and exemplify each kind.

IV. Define and distinguish (1) the predicative, (2) the class inclusion and exclusion, (3) the compartmental, and (4) the relative views of propositions.

V. Give Sidgwick's distinction between abstract and concrete propositions and compare this classification with the traditional four-fold classification of propositions.

Which is more important in Sidgwick's view, the distinction of propositions into affirmative and negative or into universal and particular: why?

VI. State and exemplify the law of counter-indication. To what law of ordinary logic does it correspond?

VII. How does Sidgwick dispose of the ancient difficulty, whether or no syllogism is a *petitio principii?*

Is 'syllogism a contrivance for catching you in a trap and holding you fast in it'?

As regards 'proof', the uses of the syllogism, says Sidgwick, are two; what are they?

VIII. What, according to Sidgwick, are the two main types of argument?

What special types are included under the main types?

Give in a tabular form the dangers peculiar to these special types and illustrate each by an example.

IX. Why does the author devote more space to the question of Burden of Proof' than is allotted to it in ordinary handbooks?

With what reservations and explanations does the author recognise the sufficiency of the general maxim that 'he who asserts must prove'?

Certain stringent rules as regards 'burden of proof' are laid down in the Law Courts. May these rules be adopted in Logic?

State and criticise Whately's doctrine of the burden of proof employed by him against infidels.

X. All possible objections to arguments in general may, says the author, be classified under four heads. State them and show by examples that the division is purely one of convenience and not logically defensible.

Explain the process of '*Reductio ad absurdum*, as applied (1) to assertions in general and (2) to arguments, and show what the process really amounts to.

FRIDAY, 20TH JANUARY, 10 A.M. TO 1 P.M.

THEORY OF ETHICS.

I. How does acceptance of the theory of evolution affect the problem :—(1) of the nature of the moral standard, (2) of the nature of the origin of our knowledge of moral distinctions?

II. Can Hedonism afford a standpoint from which we can reason with those who are given up to sensual indulgence? Discuss the question fully.

III. Is the maxim "Seek the greatest happiness of the greatest number" merely another form of expressing the maxim "Be just"?

IV. Discuss the bearing of the law of causality on the problem of the freedom of the will.

V. In what sense, and to what extent, is it true that the moral ideal depends for its realization on social life ?

VI. "The sense of duty or moral obligation is transitory, and will diminish as fast as moralization increases." Explain and criticise.

VII. Is the doctrine that actions performed from inclination are destitute of moral worth compatible with a belief in moral progress ?

VIII. "Judicial punishment can never be inflicted simply and solely as means to forward a good, other than itself, whether that good be the benefit of the criminal, or of civil society ; but it must be at all times inflicted on him, for no other reason than because he has acted criminally." Criticise, and state, with reasons, your own views on the subject.

IX. Is the difficulty and uncertainty of Hedonistic calculation an argument against Utilitarianism ?

X. Give an exhaustive classification of duties, stating and defending your principle of classification.

XI. Discuss the question, Is suicide morally justifiable ?

XII. State your views of the nature and origin of the religious sentiment.

FRIDAY, 20TH JANUARY, 2 TO 5 P.M.

HISTORY OF ETHICS.

I. Give an account of the rise of Stoicism, pointing out clearly its relation to (1) Socrates and the Cynics, (2) Heraclitus, and (3) Plato and Aristotle.

How far may we regard Zeno as the founder of a *new* school ?

II. Bring out clearly the views of the Stoics and the Epicureans, (1) on the Summum Bonum and (2) on the means of attaining it.

III. Compare the views of the two schools on each of the following points, and show how they are connected with their distinctive philosophical standpoints :—

(1) The standard of faith.
(2) The utility of the study of the natural sciences.
(3) The origin and nature of man's soul.
(4) The nature of virtue.
(5) Human responsibility and freedom.
(6) The existence of evil.

IV. State the proof offered by the Stoics of the existence of God, and briefly indicate their views on *resignation*, *marriage*, and *suicide*, showing how these views can be made to harmonise with their general philosophical facts.

V. Briefly describe the Atomic theory of Epicurus, showing how far he was indebted to Democritus for it.

VI. Show how far the following changes brought against Epicureanism can be met:—(1) that it is deficient in coherence and consistency, (2) that it is womanish, (3) that it is atheistic and irreligious, and (4) that it is a species of sensualism.

VII. How would you reconcile (1) the materialism of the Stoics with their idealistic morality and (2) the theory of the entire subjective concentration of the wise man with the inculcation by the Stoics of active beneficence?

VIII. Give a brief account of Stoicism in Rome with special reference to its relation to Christianity.

IX. What do you regard as the permanent contributions of the two schools in the domains of ethical theory and practice?

SATURDAY, 21ST JANUARY, 10 A.M. TO 1 P.M.

ETHICS :—AUTHORS.

I. Aristotle is represented as having accepted the views of Plato as the points of departure for his own ethical system. Discuss the question of Aristotle's indebtedness to Plato showing how he modified or improved the teachings of his master.

II. Give a brief account of the logical method pursued by Aristotle in the Nicomachean Ethics, referring to his treatment of some one topic so as to illustrate clearly your statement. State also whether Aristotle's method is the right method to be adopted in Ethical discussions, with reasons for or against.

III. State and examine the distinction drawn by Aristotle between the ethical and the intellectual virtues.

IV. String together Aristotle's views on the following points, so as to bring out the main features of his Ethical system:—happiness, reason, conscience, will, the mean, habit, and justice.

V. Summarize Aristotle's account of courage and prudence. State two instances in which his doctrine of the mean seems to you to fail.

VI. Write a short essay on the ethical value of friendship, taking the views of Aristotle as your text.

VII. Compare Aristotle's ethical system with the leading systems of modern times, and show to which of them his bears the most affinity.

BRANCH V.

MONDAY, 16TH JANUARY, 10 A.M. TO 1 P.M.

ANCIENT HISTORY.

(Period of the Achæmenidæ.)

I (1) Describe the early connexion of the Median, Lydian, and Assyrian Empires.

(2) Give a concise sketch of the struggle which ended in the overthrow of the Lydian kingdom.

II. (1) Show that if the Nile ensured the speedy development of the people who dwelt on its banks, it also determined the character of their civilization.

(2) Narrate briefly the conquest of Egypt by the Persians.

III. (1) Point out the differences which occur, with regard to the false Smerdis, in the *Record of Behistan*, as compared with Herodotos' narrative.—Which of the two accounts seems to you the more probable, and why?

(2) What was the organization of the Persian Empire under Darius?

IV. (1) How is the Scythian expedition of Darius directly connected with the fortunes of Miltiades?

(2) State the causes which led to the great struggle between Athens and Persia.

V. (1) In his history, Herodotos speaks of *three* conquests of Ionia.—When, by whom, and under what circumstances were these conquests made?

(2) Criticise (*a*) the administration of Artaphernes, and (*b*) the measures taken by Mardonios with regard to the Ionian cities.

VI. What is your opinion of a democratic form of government? Corroborate it by as many historical facts as possible, taken chiefly from the period of the Achæmenidæ.

Discuss the value of the *traditional history* of the struggle at Thermopylæ.

VII. (1) What further action was necessary, after the battles of Mikale and Plataia, before it could be said that the Barbarians had been fairly driven into Asia? and show how it led to the supremacy of Athens.

VIII. (1) Point out an *arrangement* between Tithraustes and Agesilaos which strikingly illustrates the want of cohesion in the Persian Empire.

(2) In what battle was the naval power which Sparta had enjoyed for ten years wrested from her grasp?

IX. (1) Criticise the Peace of Antalkidas (*a*) in its form, (*b*) in all its articles, and (*c*) in the spirit of its execution.

(2) Who was the last of the *Achæmenidæ*? Relate the circumstances of his death. Who then became the Great King?

MONDAY, 16TH JANUARY, 2 TO 5 P.M.

MEDIÆVAL HISTORY.

(*The Age of Charlemagne.*)

I. Explain exactly how it has happened that the French have claimed Charlemagne as a French Monarch, and show that the claim is entirely unfounded.

II. Describe Charlemagne's Ecclesiastical policy, and say how far it was successful.

III. Speaking of Germany and England in the ninth century Professor Stubbs writes:—

"The intercourse between the two Courts had been close and constant, the social condition of the two nations was far more uniform than a superficial view of their history would lead us to believe, and in the laws of their legislative periods there are coincidences which can scarcely be regarded as accidental."

Describe any intercourse at this period between English and German Courts. Establish any uniformity in the social condition of the two nations indicating the differences in their history which would prevent our expecting such uniformity, and point out any coincidences in their laws.

IV. Describe the events which took place in Rome in December of A.D. 800, and criticise Mr. Kitchin's opinion that the coronation of Charlemagne "was then but a vain ceremony."

V. What were the Mallus, May Field, Missi Daninici, Capitularies, Leudes? Was Charlemagne's power subject to any constitutional limitations?

VI Describe Charlemagne's war with the Danes, pointing out its causes and results.

VII. Sketch the history of the Greek empire during the age of Charlemagne, paying special attention to the Iconoclastic controversy.

VIII Show by a map the extent of the kingdom of Pipin and the empire of Charlemagne, and the extent and division of the territories of the Saxons Mark the positions of places of historical interest

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TUESDAY, 17TH JANUARY, 10 A.M. TO 1 P.M.

MODERN HISTORY.

(*The Age of Frederick the Great.*)

I Define the territories subject to the Emperor Charles VI, and the origin and nature of his rule over them. Explain accurately what is meant by Pragmatic Sanction.

II. "Carteret another Lord of some real brilliancy and perhaps of still weightier metal." "Carteret .. .. a fiery emphatic man." These phrases embody Carlyle's view of Lord Carteret's character. Justify them by reference to events in his career and to the aim and methods of his foreign policy

III. Give an account of the European campaigns of the year 1757. What was the position of the various parties to the war at the end of the year?

IV. Show by reference to events which occurred in the years 1764—1772 that the religious and political condition of Poland made the partition scheme of the year 1772 practicable.

V. Describe and account for the readjustment of the relations of European States to one another which took place between the Peace of Aix-la-Chapelle and the beginning of the Third War for Silesia.

VI. Describe the internal reforms of Joseph II. of Austria and his Bavarian exchange scheme. How did he attempt to realise the latter, and how was the attempt frustrated?

VII. How was Spain involved in the war of the Austrian Succession? What part did she take in the military operations of that war, and what did she gain by it?

VIII. How far may Frederick the Great and Marshal Saxe be considered typical men of the 18th century?

TUESDAY, 17TH JANUARY, 2 TO 5 P.M.

HISTORY OF INDIA.

(From the beginning of the reign of Akbar to the death of Aurungzebe.)

I. (1) Describe the political condition of the Mughal Empire at the accession of Akbar, and account for it. What policy did Akbar adopt to save the Empire? Point out its merits and demerits.

(2) Sketch briefly Akbar's revenue and judicial administration.

II. Give an account of the religious condition of Hindustan in the sixteenth century, describe and criticise Akbar's religious policy.

III. Give a brief account of the political condition of the Dakhan at the beginning of Akbar's reign and of the military operations undertaken by Akbar in connexion with it.

IV. Write a brief account of Sir Thomas Roe's mission to India during the reign of Jehangir.

V. What were the three great aims of Aurungzebe's policy? Sketch the history of his efforts to realise them, and state what lesson his career conveys to the student of history.

VI. Sketch briefly Sivaji's character, the internal arrangements of his government and the various institutions established and organised by him.

VII. State the exact amount of the Imperial revenues in the times of Akbar, Jehangir, and Aurungzebe, and the leading peculiarities of the Indian land tax during the Mughal period Discuss fully the proprietary relation of the State to the soil during that period.

VIII. Narrate fully the history of the Rajput State of Mewar during your period, and contrast it with the history of Marwar (or Jodhpore) during the same period.

IX. Contrast the position of the Muhammadan and Hindu aristocracy under the Mughal Empire with their position and prospects under British rule, giving facts and arguments in support of your views.

WEDNESDAY, 18TH JANUARY, 10 A.M. TO 1 P.M.

SPECIAL HISTORICAL SUBJECT.

(The Reign of Henry VII.)

I. Show from the lessons of the preceding and following reigns that Henry VII. was a king such as England wanted at the time?

II. Henry VII. claimed the throne by just title of inheritance. Examine his claim, showing in what sense it may be maintained.

III. How may the peace of Etaples be said to mark an epoch in the History of England?

IV. What led to the institution of the Star Chamber? What was its constitution? What were its functions?

V What were the immediate causes that led to the rising at Thirsk (1489) and in Cornwall (1497)?

VI. Briefly describe the condition of Ireland at the beginning of the reign of Henry VII., mentioning the leading Irish families and the part played by each in the history of the time.

VII. In what year were the Statutes of Kilkenny passed? Mention the chief provisions of the Statutes, and show the effects they had on the political history of Ireland.

VIII. Write brief historical notes on Morton's Fork; Ponying's Acts; Intercursus Magnus; Intercursus Malus; Knockdoe.

IX. Narrate briefly the events that led to the Renaissance Who were the leaders of the movement in England? What tone and form did their teaching take?

X. Mention the terms of the Land Act in the reign of Henry VII What results followed from it politically and socially?

THURSDAY, 19TH JANUARY, 10 A.M. TO 1 P.M.

SCIENCE AUXILIARY TO HISTORY.

(Epigraphy.)

I. What approximate date do you assign to the introduction of writing into India? Give reasons and authorities of that period for your answer.

II. In what language were the inscriptions of Asoka written? Over what extent of country have they been found, and in what *main* particulars do those found in the north differ from the more southerly ones? What date is assigned to them?

III. Taking the letters corresponding to K and T, show the chief variations in form that they have undergone in their transition from the Southern Asoka character to modern Nagari and Tamil respectively, giving dates and authorities for the forms given

IV. When and where were the Chaluhyan and Chera characters in use, and into what modern forms have they developed?

V. A deed records the grant of certain lands in S'S', 1456, Kaliyuga 4635, cyclic year Jaya:—

(1) Explain what is here meant by S'S'. and how does the era signified compare with that of Vikrama?

(2) What do you know of the Kaliyuga era?

(3) Explain how the reckoning by the Brihaspati cyclic years can be used in the detection of false dates How long has the system been in use?

(4) Supposing the three dates given above to correspond what year of the Christian era would they represent?

VI. Explain how would you arrive at the year of the Christian era in the following cases, stating whether they are correct:—

(1) An inscription of Jehangir's bearing date Sun-i-Jalus 2

(2) A coin of Abkar bearing Sun-i-Ilahi 33.

(3) An inscription on a coin of Tippu is found to bear date 1222, whereas Tippu died in A. H. 1214. How would you reconcile this, and would you expect to find such a date written in the usual way.

VII Into what distinct parts do the royal grants in Southern India usually fall, and what are the usual contents of each part?

VIII. Trace chronologically any changes that have taken place in the seals on royal grants in Southern India.

IX. Discuss the terms "Samvat" and "'Saka" as applied to different eras.

THURSDAY, 19TH JANUARY, 2 TO 5 P.M.

PRINCIPLES OF INTERNATIONAL LAW.

I. What are the sources and what the sanctions of International Law?

II. What is meant by privateering? What are the objections to it? What efforts have been made from time to time to abolish the practice?

III. Notice some of the principal controversies that have arisen as to the rights of discovery, occupation, and settlement.

IV. What is meant by postliminy?

V. What limitations has modern usage imposed on the rights of an enemy to use means, however violent, for the purposes of conquest?

VI. State briefly the doctrine of exterritoriality as to ships?

VII. It has been urged in defence of certain recent acts by American ships of war in Behring's Sea that that sea is *mare clausum*. What tests would you apply to determine whether this claim is a good one or not?

VIII. Give historical instances showing the circumstances and the mode in which resort may be had to reprisals.

FRIDAY, 20TH JANUARY, 10 A.M. TO 1 P.M.

POLITICAL ECONOMY.

I. Explain the process by which international values are adjusted. To what extent are they affected by cost of production? Define precisely the sense in which you use the word *international*.

II. Trace the effects produced upon the foreign trade of a country (1) by a loan contracted abroad, and (2) by a depreciating currency.

III. A recent writer on the silver question remarks:—"The ratio of exchange between rupees and sovereigns depends upon the number of these coins (and their substitutes) *in circulation*, and upon the intensity of the demand for the *commodities* for which they are exchanged—upon English and Indian *prices*. Let these prices remain quite stationary and the rate of exchange will remain stationary too. Let Indian prices remain as they are, and English prices of Indian goods fall, the rupee must fall with them, whatever may be the cost of production of silver at the mines, and whatever may be the quantity in existence." Criticise this passage.

IV. What are the chief objections to an inconvertible paper currency?

Ricardo and others have held that over issue of a convertible paper currency is impossible. Discuss the question.

V. The following arguments have been urged against Bimetallism:—(1) It involves not a *double* but an *alternative* standard of value. (2). It exposes the standard of value to the extreme fluctuations of both metals

(*a*) Show that unless we reject Gresham's Law, the first of those arguments is destructive of the second.

(*b*) Assuming (1) to be true, examine the effect it would have upon the *stability* of the standard of value.

VI. (1) Give a brief account of the origin of banking in Europe.

(2) The Bank Act of Germany, while similar in most points to the English Act, permits the issue of notes in excess of the reserve on the payment of a penalty of 5 per cent What effects would such a provision be likely to have in England? Would it be preferable to the present method of meeting financial crises?

VII. (1) Show that the doctrine of Free Trade is a logical consequence of the ordinary economical theory of international trade

(2) Explain and examine the grounds on which many Free traders defend the protection of *nascent* industries.

VIII. What arguments may be urged for and against the restriction of Income-Tax to *expenditure*.

IX Are *octroi* dues always open to the objections urged against ordinary custom dues?

A municipality requires additional revenue and the choice of means lies between an increase in the *rates*, already high, and the imposition of octroi duties. What circumstances would you take into consideration as affecting your choice?

FRIDAY, 20TH JANUARY, 2 TO 5 P.M

POLITICAL ECONOMY.

I. "The results which are deduced from the principles of Political Economy do not come into immediate operation. These principles indicate and affirm tendencies to produce certain results which will inevitably in time be realized, if not counteracted by other causes"

Illustrate the truth of this statement by a reference to any two of the principles of Political Economy.

II. How does Cairnes define 'Supply' and 'Demand'? How does his definition of these terms differ from that of Mill? State which definition you consider preferable and give reasons for your answer.

III "The things which have the greatest value in use have frequently little or no value in exchange; and, on the contrary,

those which have the greatest value in exchange have frequently little or no value in use."—*Adam Smith.*

" Value depends entirely upon utility."—*Jevons.*

Examine these two statements.

IV. Mill says that general low wages never caused any country to undersell its rivals, nor did general high wages ever hinder it from doing so. State your own opinion upon this point, with reasons for your answer

V. According to Ricardo high profits involve low wages. Do the low wages in India involve proportionately high profits or not, and why?

VI. Explain the grounds of the doctrine of a tendency of profits to fall to a minimum and point out the causes which tend to arrest the fall.

VII. How would the abolition of the land tax in India affect the price of agricultural produce, and why?

VIII. What would be the effect upon rents, wages, and prices of the introduction into India of a law prescribing universal military service for a term of years? Give reasons for your answer.

IX. State briefly the precise service which Adam Smith rendered to Economic Science.

SATURDAY, 21ST JANUARY, 10 A.M. TO 1 P.M.

POLITICAL ECONOMY.

Essay.

Write an essay on *one* of the following subjects :—

I. Bimetallism.

II. The Wages Fund Theory.

BRANCH VI.

(*ENGLISH.*)

MONDAY, 16TH JANUARY, 10 A.M. TO 1 P.M.

COMPARATIVE PHILOLOGY.

I. (1) Describe briefly the origin and growth of the Science of Language.

(2) According to what principles have languages been classified? State your opinion on that subject.

(3) In what manner can Comparative Philology be used in support of historical facts?

II. (1) What is understood by Phonology and Sematology, and what is their relation towards Comparative Philology?

(2) How far can Grimm's Laws be regarded as having a general linguistic character?

III (1) Enumerate the groups of languages which form the Indo-European family.

(2) Draw up a classified table of the supposed sounds of the Indo European primitive language.

IV. (1) Compare the Conjugation of the Sanskrit root *as*, to be with the corresponding forms in other Indo-European languages.

(2) What English words are etymologically connected with the Sanskrit roots *guh*, *jan*, *jñā*, *tṛs*, *dhū*, *bhṛ*, *bhrāj*, *mṛ*, *śru*, *sthag*, and *sphal*?

(3) Mention some Reduplicated Perfect forms in Anglo Saxon and English, and compare them with the corresponding forms in any other Indo-European language.

(4) Give the etymology of the first twelve ordinals and their equivalents in Sanskrit, Greek, and Latin.

(5) Give the original meaning and derivation of *which such*, and *each*.

V. (1) Mention the remnants of ancient Genitive and Accusative cases in English.

(2) Explain the cause of the different pronunciation of *though*, *enough*, *cough*, *plough*, *draught*, and *bought*.

(3) What is the objection against the phonetical spelling of *lie*, *try*, and *fly*?

(4) Account for the vowel changes in: to *raise*, to *lay*, and to *seat*.

MONDAY, 16TH JANUARY, 2 TO 5 P.M

ANGLO-SAXON GRAMMAR AND HISTORY OF ENGLISH LANGUAGE.

I. (1) (*a*) Exhibit by a table of terminations a synopsis of the two orders of nouns of the 1st, 2nd, and 3rd declensions

(*b*) What is the instrumental case in Anglo-Saxon? Give its various uses.

(2) What are the two orders of Anglo-Saxon verbs? State the characteristics of each order.

(3) How are the two terminations of the indicative and imperative plural distinguished?

(4) What is the Anglo-Saxon for "*to have not*"? Write down its indicative present.

(5) (*a*) Write notes on the prefixes *a-* and *be-* as used both in Anglo Saxon, and in modern English

(*b*) Mention, with examples, four adjectival terminations in Anglo-Saxon, and state the force of each.

(6) "Sometimes the first word in a compound seems to contain the principal idea" Give an example of this for each of the words *heáfod-*, *ful-*, *efen-* as the first of the compound.

II. (1) Translate into Anglo Saxon—

(*a*) Remember Lot's wife.
(*b*) Fire is a good servant but a bad master.
(*c*) She adorned herself with royal attire.

(2) Translate into English—

He sæde him sód líce: Hwylc man is of eów, the hæbbe án sceáp, and gif hit a-fyld reste-dagum on þyt, hú ne nimd he thæt, and hefd hit úp?

Witod-líce micle má man is sceápe betera; witod-lícehit is a lyfed on reste-dagum wel tó dónne.

III. (1) Between what dates would you fix the *Transition or Semi-Saxon* period? State the general nature of the grammatical changes during this period, with special reference to those in the *noun*.

(2) Write an account of the principal changes that have taken place in English grammatical forms since the translation of the Bible (authorised version), or Shakspeare's time.

IV. Discuss fully the modern forms in '*ing*.'

V. Illustrate by three or four examples "linguistic degeneration" and "linguistic growth" in the English language; and show how the latter is both internal and external.

VI. (1) By what works in prose and verse, from the Saxon Chronicle down to the time of Chaucer, would you illustrate the growth and changes in English as a written language?

(2) Give the chief characteristics of the style of four of the works you name.

VII. Abbot and Seeley in treating of the 'Changes of meaning in Derivation' treat of—(1) the Law of Change; (2) the Law of Contraction; (3) the Law of Metaphor; (4) the Law of Extension; (5) the Law of Deterioration, and (6) the Law of Amelioration. State and illustrate any *two* of these 'laws' or processes.

VIII (1) What is the primary meaning of the root in *separate*, *exquisite*, *ineligible*, *illegible*, *character*, *exaggerate*, *seminary*, *academy*, *cemetery*, *bachelor*?

(2) Give the meaning or root of each of the following proper names and show therefrom the locality or nationality of each:—*Ormsby*, *Chester*, *Webster*, *Dempster*, *Fitzroy*, *Milton*, *Barrow*, *Beauchamp*, *Dunstable*, *Graham*.

IX What is the present position of the English language as to, (1) its general diffusion, (2) its probable future destiny.

TUESDAY, 17TH JANUARY, 10 A.M. TO 1 P.M.

TEXT-BOOKS.

Selections from *The Anglo-Saxon Chronicle, Langland, Barbour, Chaucer*, and *Spencer*.

(*N B*—Translations into modern English should not be paraphrases but should be as nearly verbatim as is consistent with correct grammar and idiom)

I. (1) Translate into modern English:

(*a*) Cread cnear on' flot.
cyning ut gewat.
ón fealene flod.
feorh generede.
Swilce þær eác se froda
mid fleame com
on his cyþþe norð.
Costontinus.
hár hilde ring.
hreman ne þorfte
mæcan gemanan
he wæs his mæga sceard.
freonda gefylled.
ón folcstede.
beslagen æt sæcce.
⁊ his sunu forlet.
ón wælstowe.
wundun forgrunden.
giungne æt guðe.

(*b*) Her hine bestæl se here into Werham Wessexena fyrde. ⁊ siððan wið þone here se cing nam frið. ⁊ him þa gislas sealdon. þe on ðam here weorðoste wæron. to þam cinge. ⁊ him þa aðas sworan on þam halgan beage. þe hi ǽr noldon nánre þeode. ꝥ hi hrædlice of his rice faran woldon. ⁊ hi þa under þam hi nihtes bestælon ðære fyrde se gehorsoda here inn to Exanceastre. ⁊ þy̆ geare Healfdene Norðanhymbra land gedælde. ⁊ ergende wæron. ⁊ hira tilgende wæron.

(*c*) ⁊ þrie Scottas comon to Ælfrede cyninge. on anum bate butan ælcum gereþrum of Hibernia. þonon hi hi bestælon. forþon þo hi woldon. for Godes lufan. on elþiodignesse beon. hi ne rohton hwær. Se bat wæs geworht of þriddan healfre hyde þe hi on foron ⁊ hi namon mid him þæt hi hæfdun to seofon nihtum mete. ⁊ þa comon hie ymb VII. niht to londe on Cornwalum. ⁊ foron þa sona to Ælfrede cyninge. Þus

hie wæron genemnde. Dubslane. ⁊ Maccbethu. ⁊ Maelinmun. ⁊ Swifneh. se betsta lareow þe on Scottum wæs. gefor.

(2) Explain and comment on: (*a*) Chrysum-lysing. (*b*) Hamora lafan. (*c*) Beorna beahgifa. (*d*) Salowig pádan.

II. (1) Translate into modern English:

(*a*) His man said, 'sc*hir*, th*at* may noc*h*t be;
Abyde ȝe heir, ȝe sal soyn se
V hundreth ȝarnand ȝou to sla,
And thai ar fele aganis twa;
And sen we may noc*h*t deill wyt*h* myc*h*t,
Help vs all that we may vyt*h* slycht.'
The kyng said, 'sen that thou will swa,
Ga furth, and I sall vith the ga.
Bot I haf herd oftsiss say,
That quha endlan*g* a vatt*ir* ay
Wald vayd a bow-draucht, he suld ger
Bath the sleuthhund & the ledar
Tyne the sleuth men gert him ta;
Pruf we gif it will now do swa.
For war ȝou deuill*is* hund a-vay,
I roucht noc*h*t of the layff, perfay.

(*b*) Ichulle assayen hire my-self · & soþliche aposen
What Mon in þis world · þat hire weore leouest.
And ȝif heo worche be my wit · and my wil folewe,
I schal for-ȝiue hire þe gult · so megod helpe!

(*c*) Þenne com Couetyse · I couþe him not discreue,
So hungri and so holewe · sire herui him loked.
He was bitel-brouwed · w*ith* twei blered eiȝen,
And lyk a leþerne pors · lullede his chekes;
In A toren Tabart · of twelue Wynter Age.

(2) Relate briefly, and interpret, the Episode of Meed in Piers the Plowman.

III. (1) State (very briefly) the *general plan* of the Canterbury Tales as designed by Chaucer.

(2) Describe generally the state, as regards inflexion, of Anglo-Saxon Pronouns, in Chaucer's writings.

(3) What are the general rules as regards the pronunciation of final *-e*, in Chaucer?

IV. (1) How is the principle of the *maistrie of women* introduced in the Wyf of Bathes Tale and the Frankeleynes Tale respectively?

(2) Aurelius says in his prayer—

"Lord Phebus, this miracle doth for me,
Prey hire sche go no faster cours than ye."

Explain this, showing how he expected the miracle to be performed.

(3) Chaucer, concluding the Frankeleynes Tale, says—

"Lordynges, this questioun wolde I axe now,
Which was the moste free, as thinketh yow?"

Answer this question, assigning your reasons.

V. (1) Though the Second Book of the Faerie Queene is complete as a whole, it is yet linked to the rest of the poem, (*a*) by the introduction of the same personages, (*b*) by similarity, or parallelism, of structure.

(*a*) Who are the personages referred to, and what part do they take in the action of Book II.?

(*b*) Point out the leading instances of parallelism of structure between Books I. and II.

(2) Give, as nearly as you can in Spenser's own words, his apology for the apparently fabulous character of his tale.

VI. (1) Describe (briefly) and interpret the Allegory of The House of Temperance (so far as contained in Canto IX.)

(2) (*a*) "The glorie of her sex,
And first taught men a woman to obay."

(*b*) "O famous moniment of womens prayse,
Matchable to Semiramis."

Who are referred to in these extracts? What does Spenser tell us about them, and what historical grounds are there for his accounts?

(3) Spenser, it has been said, "holds himself free to treat mythological and allegorical personages as he likes." Illustrate this remark by comparing with the classical accounts, his references to (*a*) Hercules; (*b*) the Sirens.

(4) Give the meaning and derivation of the names, *Ruddymane*, *Philotime*, *Atin*, *Anamastes*. How are these connected with the story?

(5) Write philological and geographical notes on *Mongiball*, *Abus*, *Cairbadon*, *Troynovant*.

VII. (1) Under what name is Queen Elizabeth introduced in Colin Clout? Give, as nearly as you can in the poet's words, the passages in praise of her *beauty*, *wit*, and *regiment*, and that in which he promises to immortalize her name.

(2) Ben Jonson says of Spenser, "in affecting the ancients, he writ no language." Explain and justify, or refute, this criticism.

VIII. (1) Rewrite in plain modern English—

(*a*) The miser threw himselfe, as an offall,
Streight at his foot in base humilitee,
And cleeped him his liege, to hold of him in fee.

(*b*) There walketh noon but the lymytour himself,
In undermeles and in morwenynges,
And saith his matins and his holy thinges,
As he goth in his lymytatioun.

(*c*) Ne, wold nevere God betwix us tweyne,
As in my gulte, mere either werre or strif.

(*d*) Biforn him stont the braun of toskid swyn,
And *nowel* crieth every lusty man.

(2) Explain,—(*a*) Fair mote he thee, the prowest and most gent; (*b*) She in merry sort then gan to bord

and purpose diversely; (c) Being filled with furious insolence; (d) Privie and pert; (e) Every halke and herne; (f) Claw us on the galle; (g) Geten a mom of heore moup; (h) As derworþe a druie.

(3) Write brief explanatory and philological notes on:—belgards, aumayld, foynd, scaimoges, meda cwort, surquedry, bordrags, Tollitanes, to-logged, Ragemon

IX. (1) What was the *simple original type* on which the metres of old English poetry were constructed? Illustrate by quotation from the texts.

(2) Describe the metrical structure of the *ottava rima* and the *chant royal.* How were these modified by Boccaccio, Chaucer, and Spenser respectively? In what respects is the Spenserian stanza specially adapted to a poem of the class of the Faerie Queene?

(3) Arrange the following passage in lines, and mark the feet and the accented syllables:—

Agens the knight this olde wife gan ryse and sayd, 'Sir knight, heer forth lith no way; tel me what ye seekyn, by your fay. Paradventure it may the better be.'

TUESDAY, 17TH JANUARY, 2 TO 5 P M

TEXT-BOOKS

Shakspeare, Ben Jonson.

[*Illustrate your answers to the questions marked with an asterisk by reference to or quotation from the text*]

I *(1) State briefly the two principal theories as to the mind, feelings, and character, of Othello

*(2) What is the secret of Iago's great popularity, and of the ease with which he hoodwinks others?

(3) The Bianca episode is omitted on the English stage. In what very important respect does the play suffer thereby?

(4) How does Desdemona excuse herself to Brabantio?

II (1) Discuss briefly the characters of Macbeth and Lady Macbeth as regards moral and physical courage, pointing out any changes as the play proceeds. Refer to any womanly traits in Lady Macbeth

*(2) Who first suggests the murder of Duncan ?

*(3) What causes Malcolm to suspect Macduff ?

(4) Quote, as near as you can, any passages or expressions in Macbeth which have become embodied in the language.

III. *(1) To what qualities does Cæsar lay special claim, and how does he justify that claim when put to the proof ?

(2) Contrast the motives of Brutus and Cassius in conspiring against Cæsar.

(3) Write a short note on the mob.

IV. (1) Where did Shakspeare find the story of Measure for Measure, and how did he modify it ?

(2) " As to the Duke, he's more absorbed in his own plots and gravity than anxious for the welfare of the State." Remark upon this criticism

(3) When Angelo sees that the Duke and the Friar are one and the same person, he says :

" I should be guiltier than my guiltiness,
To think I can be undiscernible,
When I perceive Your Grace, like power divine,
Hath looked upon my passes."

What grounds has he for the two last lines ?

V. *(1) How do Worcester and Hotspur respectively receive the news of Northumberland's sickness ?

(2) In the king's last words to the prince he laments the troubles of his reign and offers certain advice. Give the purport of the speech.

(3) Contrast the characters and actions of the prince and Hotspur.

(4) Quote or give the purport of Falstaff's words—

1st, when his claim to having killed Hotspur is denied by the prince ;

2nd, when the Chief Justice reproves him for affecting to be still young ;

3rd, when the Hostess accuses him to the Chief Justice ;

4th, on sack

(5) Give a short account of the recruiting scene, showing who are chosen, and why.

(6) Two scenes in Julius Cæsar find more or less close parallels in Henry IV. Describe these latter.

VI. (1) Contrast the methods of Shakspeare and Ben Jonson in dealing with a Roman subject.

(2) What reasons does Cicero give for allowing Catiline to leave the city, and what reasons does Cæsar give for a sentence of banishment instead of death ?

(3) Sketch by means of a few adjectives the characters of Curius, Cethegus, Sempronia.

(4) In what sense does Jonson use convent, risse, on the by, resiant, practice, like (verb)?

VII. In one of the plays there is a good example of an anticlimax. Name it.

VIII. Shallow, Roderigo, Froth, are all foolish gentlemen, but in different ways. What are these different ways?

IX. Describe the metrical tests used for determining the dates of Shakspeare's plays, and apply them to Macbeth.

X. Give clearly and concisely the meaning of the following, name the speakers, and sketch very briefly the context—

(1) Thus do I ever make my fool my purse.—*Othello.*

(2) Had I three ears I'ld hear thee.—*Macbeth.*

(3) My credit now stands on such slippery ground,
That one of two bad ways you must conceit me,
Either a coward or a flatterer.—*Julius Cæsar.*

(4) The baby beats the nurse, and quite athwart,
Goes all decorum.—*Measure for Measure.*

(5) Now by my sword I will kill all his coats,
I'll murder all his wardrobe piece by piece.—*Henry IV.*

(6) Is it not strange thou should'st be so diseased,
And so secure.—*Catiline.*

XI. Refer to every occasion on which music or a song is introduced.

WEDNESDAY, 18TH JANUARY, 10 A.M. TO 1 P.M.

ENGLISH COMPOSITION.

I. Write an Essay on *one* of the following subjects:—(1) Liberty or (2) Culture.

II. Write an imaginary dialogue on Education in India between Lord Macaulay and Dr. Horace Wilson.

THURSDAY, 19TH JANUARY, 10 A.M. TO 1 P.M.

TEXT-BOOKS.

Milton's *Samson Agonistes* and *Lycidas*; *Select Poems* from Wordsworth; Shelley's *Adonais* and *Hellas*; *Selections* from De Quincey.

I. (1) "In *Samson Agonistes*," says Hallam, "we see the ebb of a mighty tide." Point out two or three respects in which there seems a falling off of Milton's powers in this work.

(2) It has been said that the moral lesson in the conclusion of *Samson Agonistes* is very fine and excellently suited to the beginning. Give the moral as stated in the closing lines, and illustrate the remark by reference to the beginning.

(3) "If the *Agonistes*," says Pattison, "be read as a page of contemporary history, it becomes human, pregnant with real woe, the record of an heroic soul, not baffled by temporary adversity

but totally defeated by an irreversible fate and unflinchingly accepting the situation, in the firm conviction of the righteousness of the cause." Comment on this.

II. (1) " Last came and last did go
The pilot of the Galilean lake."

On what grounds does Hallam defend the introduction of St. Peter after the fabulous deities in *Lycidas?* Give the substance of Masson's commentary on the passage.

(2) Pattison remarks, " *Artificial Arcadianism* is as much the frame-work of the Elegy on Diodati as it is of *Lycidas.*" Explain.

(3) The last eight lines of the Poem do not belong to the Monody. Explain.

(4) What various explanations have been given of the lines :

That two-handed engine at the door
Stands ready to smite once and smite no more.

III. (1) (*a*) Whence did Shelley obtain the suggestion for the title of his *Adonais?*

(*b*) Write a short criticism of the Poem, stating what beauties and defects you have noted in its structure and language.

(*c*) Contrast it with *Lycidas.*

(2) Write a note on the following :—

" His clear sprite
Yet reigns on earth, *the third among the sons of Light.*"

IV. (1) What was the occasion of the composition of *Hellas?* What was Shelley's model, and how do the conclusions of the two poems differ?

(2) In what terms are Venice, Russia, France and Austria described? Give an epithet or a simile in each case.

(3) Annotate—

(*a*) From her wilds Ierne sent
The sweetest lyrist of her saddest throng

(*b*) Kings are like stars : they rise and set, they have
The worship of the world, but no repose.

V. (1) Show how the " deep distress" that had recently befallen Wordsworth is worked into the *Elegiac Stanzas on Peele Castle.*

(2) From the stanza in the *Ode on the Intimation of Immortality in Man* beginning " Our birth is but a sleep and a forgetting," reproduce the description of the steps from *infancy* through *boy* and *youth* to *man.* Refer to parallels to this part of the Poem from Shakspeare, and a poet of the seventeenth century.

VI. (1) Briefly state the " great law of value" as first explained by Ricardo.

(2) De Quincey observes, " There is an occasional tendency in the use and practice of the English language capriciously to limit the use of certain words." How does he illustrate this in the cases of *condign, implicit, putative,* and *polemic?*

(3) Give the substance of what he says on 'paradoxical,' a good debater,' 'fancy and imagination,' 'deist and theist.'

(4) To what did Dr. Watts's *Improvement of the Mind* ('being the most imbecile of books') owe its success?

(5) What reason does De Quincey give for doubting whether Schlegel ever read *Paradise Lost?*

(6) 'A good scheme of study will soon show itself to be such by this one test.' What is the *one* test?

(7) Mention two of the advantages which De Quincey allows French Literature over that of England. What three advantages has the literature of Germany over that either of France or England? The literatures of England and Germany possess one advantage in common over that of France?

(8) What are the three chief divisions of De Quincey's *Suspiria de Profundis?* Give clearly and concisely the substance of any one of them.

VII. (1) "There are three errors which seem current upon the subject (*i.e.*, of Pope's intellectual power):—*first*, that Pope drew his impulses from French literature; *secondly*, that he was a poet of inferior rank; *thirdly*, that his merit lies in superior 'correctness.'"

Give the substance of De Quincey's remarks on these points.

(2) What is the 'interest of a double order' which De Quincey finds in the *Epistle of Eloisa to Abelard?*

THURSDAY, 19TH JANUARY, 2 TO 5 P.M.

TEXT-BOOKS.

Hooker's *Ecclesiastical Polity*, Book I.; Gibbon's *Decline and Fall*, Chapter I.; Coleridge's *Biographia Literaria*, Chapter XIV. to the end; Carlyle's *Heroes and Hero-worship*.

I. (1) Give the dates of the publication of the Ecclesiastical Polity. (2) Mention any good prose that existed in the language before it. (3) Sketch the state of opinion and of parties in England that led to the writing of Hooker's work.

II. (1) To what form of political government does the species of ecclesiastical polity defended by Hooker correspond?

(2) State the fundamental principle of the Polity, and explain Hooker's theory as to the origin of government.

(3) State Hooker's distinction between natural and positive law.

III. (1) If the first book of the Polity were to be re-written to-day on the same lines, show what difference of treatment the subject would receive. (2) Quote the concluding sentence of this book. (3) Analyze Hooker's style.

IV. (1) Support or illustrate the statement that "the decline and fall of Rome is the greatest event in history." (2) Sketch and estimate Gibbon's conception of history. (3) In what relation to history does Gibbon's work stand compared with that of Clarendon or Burnet, and which of the two types of history here indicated is likely, as a general rule, to be the more permanently valuable?

V. (1) What period of time is covered by Gibbon's work? (2) What are his chief original authorities for the matter of the first book? (3) In what connection does Gibbon refer to the origin of the Alphabet? (4) What was the nature of the Government of Italy at the time he wrote, and how has it since been changed? (5) What was the only province of the Empire beyond the river Danube? (6) How does Gibbon define Asia Minor and the Roman province of Asia respectively? (7) To what causes does Gibbon ascribe the wild independence of the Northern Caledonians?

VI. Describe the elements of poetic power "as distinguished from general talent determined to poetic composition by accidental motives."

VII. (1) Sketch that return-to-nature movement or naturalist reaction in the history of English poetry, of which the poetry of Wordsworth is the most notable outcome.

(2) Discuss and illustrate by a few quotations the chief defects and excellences of Wordsworth's poetry.

VIII. Describe the advantages and disadvantages of hero-worship, and state whether you consider that Carlyle has always kept within legitimate limits.

IX. (1) Give a short estimate of Carlyle's first lecture as a contribution towards a Philosophy of Religion. (2) Define, according to Carlyle, prophet, priest, and king.

X. Give a brief estimate (1) of the influence of Coleridge, as a prose writer, (2) of the moral influence of Carlyle, taking your illustrations from the Heroes.

FRIDAY, 20TH JANUARY, 10 A.M. TO 1 P.M.

LATIN: TRANSLATION.

I. Translate into Latin *one* only of the two following passages:—

(1) When the queen's counsel had finished, Mary stood up and with great magnanimity and equal presence of mind began her defence. She bewailed the unhappiness of her own situation, that after a captivity of 19 years, during which she had suffered treatment no less cruel than unmerited, she was at last loaded with an accusation which tended not only to rob her of her right of succession and to deprive her of life, but to transmit her name with infamy to future ages. That without regarding the sacred rights of

sovereignty, she was subjected to laws framed against private persons; though an anointed queen, commanded to appear before a tribunal of subjects, and like a common criminal her honour exposed to the petulance of lawyers, capable of wresting her words and misrepresenting her actions: that even in this dishonourable situation she was denied the privilege usually granted to criminals and obliged to undertake her own defence without the presence of any friend with whom to advise, without the aid of counsel and without the use of her own papers.

(2) He died at the age of eighty. He was remarkable for affability in his relations with men and for keen perception in his administration. He was a dangerous opponent, an excellent minister. One could not with justice have called him eloquent, but he was earnest, terse, and ever spoke to the point. On some occasions, when a favourite question of his was mooted in the House, he threw aside his habitual reserve, and went so far as to deliver a set speech. He also by gentle wisdom saved his country from many a war, and brought it to that pitch of prosperity it now enjoys. His country mourns the loss of her illustrious statesman, and long will mourn it; and those who call to mind the distinguished Premier in his youth and strength, or in his old age and weakness, will alike confess that England has lost in him one of her greatest statesmen, one of her truest servants.

FRIDAY, 20TH JANUARY, 10 A.M. TO 1 P.M.

VERNACULAR LANGUAGES: TRANSLATION.

I. Translate into your Vernacular language:

(1) I believe that it is the right and the duty of the State to provide the means of education for the common people. This proposition seems to me to be implied in every definition that has ever yet been given of the functions of a Government. About the extent of those functions there has been much difference of opinion among ingenious men. There are who hold that it is the business of a Government to meddle with every part of the system of human life; to regulate trade by bounties and prohibitions; to regulate expenditure by sumptuary laws; to regulate literature by a censorship; to regulate religion by an inquisition. Others go to the opposite extreme, and assign to Government a very narrow sphere of action. But the very narrowest sphere that ever was assigned to Governments by any school of political philosophy is quite wide enough for my purpose. On one point all the disputants are agreed. They unanimously acknowledge that it is the duty of every Government to take order for giving security to the persons and property of the members of the community.

This being admitted, can it be denied that the education of the common people is a most effectual means of securing our persons

and our property? Here is an end which, as we all agree, Governments are bound to attain. There are only two ways of attaining it. One of those ways is by making men better, and wiser and happier. The other way is by making them infamous and miserable. Can it be doubted which we ought to prefer?

(2) Every one will readily admit that cleanliness is a virtue. To a very large extent our health depends on keeping our bodies clean. Healthiness of mind depends somewhat on healthiness of body, and character is greatly influenced by the condition of our minds. In low stages of civilisation we find that but little attention is paid to cleanliness, but as we get higher in the scale of life, we find that it is more thought of. The habitually dirty man naturally accustoms himself to his surroundings, and body and mind are alike affected. There are some occupations in which men, and women too, get very dirty: it must not be thought that those occupations are therefore debasing, but any one so employed, who does not care to get rid of the dirt when he can is likely to become debased. It was, I think, John Wesley who said that "cleanliness is next to godliness," and he was right. Godliness, or goodness, without cleanliness is of little purpose. Some of the old hermits used to think that by keeping themselves and their habitations filthy, they were serving God, but men have outgrown that superstition.

II. Render the following idiomatically into your Vernacular language:—

(1) Men, it is justly said, can do jointly what they cannot do singly. The union of minds and hands, works wonders. Men grow efficient by concentrating their powers. Joint effort conquers nature, hews through mountains, rears pyramids, dikes out the ocean. Man, left to himself, living without a fellow, if he could indeed so live, would be one of the weakest of creatures. Associated with his kind, he gains dominion over the strongest animals, over the earth and the sea, and by his growing knowledge, may be said to obtain a kind of property in the universe.

Nor is this all. Men not only accumulate power by union, but gain warmth and earnestness. The heart is kindled. An electric communication is established between those who are brought nigh, and bound to each other, in common labours. Man droops in solitude. No sound excites him like the voice of his fellow-creature. The mere sight of a human countenance, brightened with strong and generous emotion, gives new strength to act or suffer. Union not only brings to a point forces which before existed, and which were ineffectual through separation, but by the feeling and interest which it rouses, it becomes a creative principle, calls forth new forces, and gives the mind a consciousness of powers, which would otherwise have been unknown.

(2) (*a.*) There is a pleasure in the pathless woods,
There is a rapture in the lonely shore,
There is society, where none intends,

By the deep Sea, and music in its roar;
I love not Man the less, but Nature more.

(*b.*) True hope is swift, and flies with swallow's wings
Kings it makes gods, and meaner creatures kings.

(*c.*) So dear to heaven is saintly chastity,
That, when a soul is found sincerely so,
A thousand liveried angels lacky her,
Driving far off each thing of sin and guilt.

(*d.*) Words are like leaves; and where they most abound,
Much fruit of sense beneath is rarely found.

(*e.*) Some books are to be tasted, others to be swallowed, and some few to be chewed and digested.

(*f.*) Know thou thyself, presume not God to scan;
The proper study of mankind is man.

(*g.*) (i.) The more haste the worse speed.
(ii.) He spoke much, but said little.
(iii.) Man wants but little here below
Nor wants that little long.

(*h.*) All heads must come to the cold tomb;
Only the actions of the just
Smell sweet and blossom in the dust.

FRIDAY, 20TH JANUARY, 2 TO 5 P.M.

LATIN TRANSLATION.

I. Translate into English:

(1) Cum, responsum expectantibus cunctis, terram intuens diu tacitus fleret, rursum consul: "Si juvenis regnum accepisses, minus equidem mirarer, ignorasse te, quam gravis aut amicus aut inimicus esset populus Romanus; nunc vero, cum et bello patris tui, quod nobiscum gessit, interfuisses et pacis postea, quam cum summa fide adversus eum coluimus, meminisses, quod fuit consilium, quorum et vim in bello et fidem in pace expertus esses, cum iis tibi bellum esse quam pacem malle?" Nec interrogatus nec accusatus cum responderet: "Utcumque tamen hæc sive errore humano seu casu seu necessitate inciderunt, bonum animum habe; multorum regum et populorum casibus cognita populi Romani clementia non modo spem tibi, sed prope certam fiduciam salutis præbet." Hæc Græco sermone Persei; Latine deinde suis, "Exemplum insigne cernitis," inquit, "mutationis rerum humanarum. Vobis hoc præcipue dico, juvenes. Ideo in secundis rebus nihil in quemquam superbe ac violenter consulere ( )cet nec præsenti credere fortunæ, cum, quid vesper ferat, incert( )n sit. Is demum vir erit, cujus animum neque prospera flatu su( ) efferent nec adversa infringent."

(2) Sed mihi hæc ac tal( ) audienti in incerto judicium est, fatone res mortalium et necessi( )te immutabili an forte volvantur. Quippe sapientissimos veterum, quique sectam eorum æmulantur, diversos reperies, ac multis insit( )m opinionem non initia nostri, non

finem, non denique homines dis curæ; ideo creberrime tristia in bonos, læta apud deteriores esse. Contra alii fatum quidem congruere rebus putant, sed non e vagis stellis, verum apud principia et nexus naturalium causarum; ac tamen electionem vitæ nobis relinquunt, quam ubi elegeris, certum imminentium ordinem. Neque mala vel bona quæ vulgus putet: multos qui conflictari adversis videantur, beatos, at plerosque quanquam magnas per opes miserrimos, si illi gravem fortunam constanter tolerent, hi prospera inconsulto utantur.

(3) Magna, nec ingeniis evestigata priorum,
Quæque diu latuere, canam. Iuvat ire per alta
Astra; iuvat, terris et inerti sede relictis,
Nube vehi validique humeris insistere Atlantis
Palantesque animos passim, ac rationis egentes
Despectare procul: trepidosque, obitumque timentes
Sic exhortari, seriemque evolvere fati.
O genus attonitum gelidæ formidine mortis,
Quid Styga, quid tenebras, quid nomina vana timetis,
Materiem vatum, falsique piacula mundi?
Corpora sive rogus flamma, seu tabe vetustas
Abstulerit, mala posse pati non ulla putetis.
Morte carent animæ: semperque priore relicta
Sede, novis domibus habitant, vivuntque receptæ.

(4) Sulpicia est tibi culta tuis, Mars magne, Calendis;
Spectatum e cœlo, si sapis, ipse veni.
Hoc Venus ignoscet: at tu, violente, caveto,
Ne tibi miranti turpiter arma cadant.
Illius ex oculis, cum vult exurere divos,
Accendit geminas lampadas acer amor.
Illam, quidquid agit, quoquo vestigia flectit,
Componit furtim subsequiturque decor.
Seu solvit crines, fusis decet esse capillis;
Seu compsit, comptis est veneranda comis.

FRIDAY, 20TH JANUARY, 2 TO 5 P.M.

TAMIL: TRANSLATION.

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1. Translate into English:

(1) வடிகொள் வெண்சுதை தீற்றியமாடநீள் கழுத்திற்
படிய மைம்முகில் கதிர்விடு பானிலாக் குழவி
முடியின் மீதுறத் தவழ்தலான் முழுமெயும் வெள்ளைப்
பொடியணிந்தருள் கறைமிடற்றண்ணலைப் பொருவும்.

(2) தெரிவரும் பெருமைத் திருத்தொண்டர்தம
பொருவருஞ்சீர் புகலலுற்றேன் முற்றப்
பெருகுதெண் கடலூற்றுண் பெருநசை
யாருசுணங்கனை யொக்குந் தகைமையேன்.

(3) காடும்பிறை வடிவிற்செய்த கூனிரும் பினைவா
ங்கி
முடங்குகால் வரிவண்டார்ப்ப முன்னைக்கமல
நீல
மடங்கவெண்சாலிசெங்நெல்வேறுவேறரிந்திடாக்கி
நெடுங்களத் தம்பொற்குன்ற நிரையெனப் பெரும்
போர்செய்தார.

(4) செல்லாவிடத்துச் சினந்தீது செல்லிடத்து
மில்லதனிற்றீய பிற.

(5) மருந்தாகித்தப்பா மரத்தற்றாற் செல்வம்
பெருந்தகையான் கட்படின.

(6) அரசனுக்கேற்ற அறமாவது ஓதல், வேட்டல், ஈதல் என்னும் பொதுத்தொழிலினும், படைக்கலம்பயிறல், பல்லுயிரோம்பல், பகைத்திறநதெறுதல் என்னும் சிறப்புததொழிலினும் வழுவாது நிற்றல்.

(7) இப்படியே செங்கோலை முட்டாமற் செலுத்திய விதம் இந்த மனுச்சக்கிரவர்த்தியிடத்திற் காணப்பட்டது; இவா, பசுசகன்றைக் கொன்றவன் தாம் நெடுங்காலம் பெருந்தவஞ்செய்து அரிதிற்பெற்ற ஏகபுத்திரனாயிருப்பவும், பசுகொலைக்கு உயிர்த்தண்டமல்லாத பிராயச்சித்தம ஸ்மிருதியில் விதிக்கப்பட்டமையால், இக்குற்றத்தினபொருட்டுப் பிராயச்சித்தஞ் செய்துகொள்ளுதலன்றி இவனைக் கொலைசெய்தல தகுதியன்றென்று மந்திரிகள் தடுப்பவும், நடுவு நிலைமை சிறிதுந் தவறாது அவனைத் தேர்க்காலில வைத்து ஊர்ந்த பெருந்தன்மையுடையராதலால் என்றறிக தம்முடைய மகன் இறந்துவிடில தமக்குப்பின் உயிர்களை யோம்புதற்கு ஒருவரு மில்லாதிருத்தல்கண்டும், அவனை

கொன்றாராதலின் இவர் உயிர்களிடத் திரக்கமில்லாதவரென்பது பெறப்படுமன்றோவெனின், அற்றன்று; கருணாநிதியாகிய சிவனது விதிப்படி நடுவுநிலைமை சிறிதும் வழுவாது முறைசெலுத்துதல் தமக்குக் கடனாதலால், தாம் அப்படியே முட்டாமல் முறைசெலுத்தில், தமக்குப்பின்னும் தமது பூமியிலுள்ள உயிாகள் இடுக்கணின்றி இனிது வாழ்தல் வேண்டுமெனனுந் தங் கருத்தை வேண்டுவோா வேண்டியதேயீவாராகிய அச்சிவன் முற்றுவித்தருளுவர் எனனுந் துணிவுடனே அம்மகனைக்கொன்றார்.

(8) கைலையெனு மால்வரை கோடி சந்திர ருதித்தாற்போ லொளியுடையதாயும், அழியா மெய்யென வோங்கியும், அசையா நிலையுடையதாயும் எண்டிசையினும் இருளைக் கீண்டு பொலியாநிற்கும், தூய்மையரைச் சோர்ந்தோா தூய்மையராவதுபோல் இருட் கூறுகளெனத் தோன்று மேகங்கள் அம்மலையைச் சேர்தலாற் பாப வரக்கரதுருவதுக் கொப்பாகாது சந்திரன்போற் சுந்தரமாய் விளங்காநிற்கும். தேனும் ஞிமிறுந் தும்பியும் வண்டும் பறந்திசைபாட வானுலகத்திற் றழைத்திராநின்ற தருக்களினது கோடுகளைப் பனைக்கையாலொடித்து மடப்பிடிக்கு நல்குங் களிறுகள் இந்திரனுக் கைராவதம் பலவெனத் தோன்றும். அக்கலையின சாரலி லோங்காநிற்கு மரங்களின் மலரைத் தும்பி வெறுத்து வான்பூத்த மீனைப் புதியதேனுதவும் பூவெனக்கருதி யதன் மாட்டணையச் சந்திரனுட் கறுப்பைத் தன்னினமென மான் சாராநிற்கும். இவ்வா றெழில் கொண்டு வேத சிகரமென விளங்கு மலையினுச்சியில் வீற்றிராநின்ற பரமசிவனைக் கண்டுளமுவந்தனென்.

SATURDAY, 21ST JANUARY, 10 A.M. TO 1 P.M.

HISTORY OF ENGLISH LITERATURE.

I. Ten Brink observes that "King Alfred was, in truth, the first to give his people a national prose literature." Explain fully.

II State clearly and concisely the effects of, (1) *the Renaissance*, (2) *the Restoration* on the literature of England.

III. (1) Name the chief sonnet writers of the Victorian era. Quote any sonnet, and from it show clearly the metrical structure and peculiarities of the sonnet.

(2) Quote the epigram on Milton, and the epitaph on Goldsmith (in Latin or English); also refer to the epitaphs on Ben Jonson, Leigh Hunt, and Tom Hood.

IV. (1) Who may be regarded, and on what grounds, as "the founder of the English novel?"

(2) Classify English prose fiction, and mention two or three works in each class.

V. (1) Trace the rise of the English drama to its culmination and account for its decline.

(2) What two living poets have written dramas for the stage and with what success?

VI. Name, with dates, four great allegories in the English language, and give a careful and concise account of *one* of them.

IIV. Write a critical analysis of *one* of the following poems:— *Laodamia, the Ancient Mariner, Evangeline*

VIII. Estimate carefully the place in English literature of one writer from each of the following groups:—

(1) Lord Bacon, Marlowe, Dryden, Addison, Ben Jonson.

(2) Crabbe, Shelley, Landor, Thackeray, Tennyson.

IX. Compare the prose styles of De Quincey and Carlyle.

X. (1) Who were the chief philosophical writers of the eighteenth century?

(2) Mention the chief writers of comic verse in the present century.

(3) The following poems have had imitators of their style and metre:—(*a*) The Faerie Queene, (*b*) Christabel, (*c*) the Battle Agincourt. Name the poets, and the poems they have written imitation.

(4) Whence did Richardson obtain the name of his novel "*Pamela*"? What subsequent author wrote a work in ridicule of "*Pamela*"? Give the name of his work, and state what celebrated character it contains.

(5) "It must suffice to refer to this celebrated Poem, without quoting from it, since the student either of Scott or Wordsworth will naturally turn to the stanzas,—a golden link binding together the two greatest spirits of the time." What Poem is referred to? It forms one of a triad. What are the other two?

XI. (1) Who are known or referred to in literature as, (*a*) *the Ettrick Shepherd*, (*b*) *the Border Minstrel*, (*c*) *Vanessa*, (*d*) *Atticus*, (*e*) *Boz*, (*f*) *Elia*, (*g*) *Astræa*, (*h*) *Christopher North*?

(2) In what way are the following places connected with English literature?—(*a*) *Grub Street*, (*b*) *the Lakes*, (*c*) *Olney*, (*d*) *Gadshill*, (*e*) *Lausanne*, (*f*) *Missolonghi*, (*g*) *Florence*, (*h*) *Chelsea*.

(3) In what works do the following characters occur?—*Beau Tibbs, Benedick, Haidée, Sir Fretful Plagiary, Richie Moniplies, Captain Cuttle, Becky Sharp, Pompilia.*

(4) Mention, with approximate dates of the birth and death of each, the writers of the following:—*Speculum Meditantis, Satire of the three Estates, the Poetaster, Little Dorrit, Caleb Williams, Casa Guidi Windows, the Duchess of Malfi, Jane Eyre, the Beggar's Opera, Realmah, Alastor, the Castle of Otranto*; also *Auld Lang Syne, to Althea—from Prison, the Bridge of Sighs*, and *Rule Britannia.*

XI. Locate the following and write notes explanatory of (4), and of any three others:—

(1) He was not of an age but for all time.

(2) Nature's sternest painter but the best

(3) That limping old bard,
Whose fame on the "Sophy" and "Cooper's Hill" stands.

(4) O thou whatever title please their ear,
Dean, Drapier, Bickerstaff, or Gulliver.

(5) Call up him that left half told,
The story of Cambuscan bold.

(6) A man of the world amongst men of letters; a man of letters amongst men of the world.

(7) Here lies our good Edmund, whose genius was such,
We scarcely can praise it or blame it too much,
Who, born for the universe, narrowed his mind,
And to party gave up what was meant for mankind

(8) More safe I sing with mortal voice, unchanged
To hoarse or mute, though fallen on evil days,
On evil days though fallen, and evil tongues,
In darkness and with dangers compass'd round
And solitude.

(*SANSKRIT.*)

MONDAY, 16TH JANUARY, 10 A.M. TO 1 P.M.

COMPARATIVE PHILOLOGY.

I. (1) Describe briefly the origin and growth of the Science of Language.

(2) According to what principles have languages been classified? State your opinion on that subject.

(3) In what manner can Comparative Philology be used in support of historical facts?

II. (1) What is understood by Phonology and Sematology, and what is their relation towards Comparative Philology?

(2) How far can Grimm's Laws be regarded as having a general linguistic character?

III. (1) Enumerate the groups of languages which form the Indo European family

(2) Draw up a classified table of the supposed sounds of the Indo-European primitive language

IV (1) Enumerate the secondary letters of Sanskrit, and show by example from what other letters they are derived

(2) Compare the conjugation of the Sanskrit root *as*, to be, with the corresponding forms in other Indo European languages

(3) What is the origin of the *personal affixes* मि, सि and ति?

(4) What English words are etymologically connected with the Sanskrit roots गुह्, जन्, ज्ञा, तृष्, धा, भृ, भ्राज्, युज्, श्रु, स्थग् and स्फल्?

(5) What Sanskrit words are related to the English words *axle*, *chin*, *drake*, *green*, *light*, *red*, *sight*, *same*, *shade*, *wolf*, and *yesterday*, and what Sanskrit words correspond to *credit*, *history*, *biped*, *dexterous*, *quantity*, and *colloquy*?

V (1) According to what laws are the following words formed —एधि, अद्धि, षोडशन् and वोढि?

(2) What is the peculiarity in the following words —
किंपुरुष, तत्पुरुष, अन्यदीय and एतच्छब्द?

(3) How far does the common usage of the language justify the suffixes of the following words.—इद्, भट्टिनी and सपत्न?

(4) Mention some Sanskrit words whose formation can be traced to wrong etymologies

(5) Give the derivations of पुत्र and तनूनपात्

MONDAY, 16TH JANUARY, 2 TO 5 P M

HISTORY OF THE SANSKRIT LANGUAGE.

I Show by some verse from Rig-Veda that the rules of Sandhi were not observed at the time of the composition of the hymns, and that the traditional system of writing Vedic texts must have been introduced later on.

II. Which consonant and which class of vowels are confined to the Vedic texts?

III. Substitute peculiar Vedic forms for यज्ञेन, देवौ, देवाः, देवैः, युगानि, अश्वा.

IV. What forms of the Infinitive, Gerund, and Gerundive are used in the ancient language besides the classical ones ?

V What conclusion regarding the pronunciation of Sanskrit a at the time of Pâṇini may be drawn from the last of his Sûtras अ अ) ?

VI Name some Sanskrit words in which र् and ल are interchangeable

VII Show by some examples that Sanskrit ह् is derived from original घ, ध or भ

VIII What are the Jihvâmûlîya and Upadhmânîya ?

IX. Give examples of nouns formed with the most frequent (1) *krit* and (2) *taddhita* affixes

X Explain the formation of अनुप् and ङीप्.

XI What is the origin of the root गुप् ?

XII To what Vedic mode are to be traced the first persons of the Sanskrit imperative and the imperfect and aorist forms without augment after मा prohibitive ?

XIII To what period do the earliest Indian inscriptions belong and in what language are they written ?

XIV State the main differences between Sanskrit and Prakrit

XV Name some Prakrit, Greek, and Dravidian words which have found their way into Sanskrit

XVI From what language appears Sanskrit बन्दी or बन्दी, *a prisoner*, to be taken ?

TUESDAY, 17TH JANUARY, 10 A M TO 1 P M

TEXT-BOOKS.

Asvalayana Grihya Sutra, *Manu*, Books 10—12, and *Sukra-Niti Sara*, Chapters 1—3.

[The answers are to be written in Sanskrit]

I (1) ते चापि बाह्यान् सुबहून् ततोऽप्यधिकदूषितान् ।
परस्परस्य दारेषु जनयन्ति विगर्हितान् ॥

(2) अतोऽन्यतममास्थाय विधिं विप्रः समाहितः ।
ब्रह्महत्याकृतं पापं व्यपोहत्यात्मवत्तया ॥

(3) तस्येह त्रिविधस्यापि त्र्यधिष्ठानस्य देहिनः ।
दशलक्षणयुक्तस्य मनो विद्यात् प्रवर्त्तकम् ॥

(4) आदित्यमौशनसं वावस्थाय प्रयोधयेत् ॥

(5) नास्यब्रुवाणश्च न हिनस्तीति विज्ञायते ॥

(6) नह्यापशुर्भवतीति विज्ञायते ॥

एतेषां श्लोकानां सूत्राणाञ्च यथायथमर्थो विस्तरया विशदीक्रियताम् ॥

II. (1) वर्णानामापदि के धर्माः ? के चानापदि ? को वा धर्मच्युतौ प्रत्यवायः ?

(2) केन केन दुश्चरितेन कः को रूपविपर्यय इह जन्मान्तरे च भवति ?

(3) धर्मसंशयनिर्णये केषामधिकारः ? केषा न ? अधिकृतैश्च किंलक्षणैर्भाव्यम् ?

III. (1) सत्यसंविल्क्षेमपत्राणां सामन्तसम्राड्विराजां बलपराक्रमोत्थानानाञ्च प्रत्येकं लक्षणं प्रतिपाद्यताम्

(2) प्रदक्षिणमग्निमुदकुम्भञ्च त्रिः परिणयन् जपति- अमोहमस्मि इत्यादि. अत्र किं त्रिः करणीयं ? परिणयनमुत जपः ? उपपन्नमुत्तरं दीयताम् ?

(3) ओप्योप्यहैकेलाजान् परिणयन्ति यथोत्तमे आहुतो

न सन्निपतत: कथमाहुतिसान्निपात: सम्भवति? कथञ्च स निवार्यते?

(4) गर्भाधानपुंसवनसीमन्तोन्नयनानि किं सकृदेव करणीयानि? उत प्रतिगर्भं? अत्र सूत्रकाराभिप्रायमाविष्कृत्य संशयच्छेदी निर्णय: क्रियताम्.

IV. (1) व्याक्रियन्तामिमे शब्दा:—(1) आततायिन् (2) दण्डधृक् (3) अकृष्टपच्य (4) प्रतीप (5) पारदार्य (6) सङ्कुलीकरण (7) आज्य (8) श्येपर्णा (9) सीमन्त (10) अनवलोभन.

(2) (a) अशोधकनृपान्नैव विभ्यन्त्यनृतवादने ॥

(b) राजकृत्यं सेनपैश्च सभ्याद्यैश्चिन्त्यते सदा ॥

(c) विमुख: परदारासु परकन्याप्रदूषणे ॥

(d) अन्यथासूचकान्नित्यं महद्दण्डेन दण्डयेत् ॥

(e) स्वाम्यागस्कारिणं पुत्रं पितरं वापि दर्शक. ॥

(f) सैवचार्य: पुरोधाश्च शापानुग्रहयोः क्षम: ॥

(g) वृक्षान् सम्पुष्य यत्नेन फलं पुष्पं विचिन्वति ।
मालाकार इवात्यन्तं भागहारस्तथाविधः ॥

(h) न न्यूनं लक्षयेत् कस्य पूरयीत स्वशक्तितः ॥

(i) परस्परं नाभ्यसूयुर्नभेदं प्राप्नुयु: कदा ॥

(j) विश्वसित्वात्मवद्गूढस्तत्कार्यं विमृशेत् सदा ॥

(k) जिघांसन्तं जिघांसीयात् गुरुमप्याततायिनम् ॥

(l) तपःस्त्रीकृषिसेवासूपभोग्ये नापि भक्षणे ।
हितः प्रतिनिधिर्नित्यं कार्येऽन्ये तं नियोजयेत् ॥

एतेषु वाक्येषु वाक्यांशेषु च यद्यत्पाणिनीयव्याकरणविरुद्धं प्रतिभाति तत्तत् प्रमाणोपन्यासेन प्रदर्श्यताम्

V. (1) अग्ने पवस्व स्वपा अस्मे वर्चः सुवीर्यं । दधद्रयिं मयि-
पोषम् ॥

(2) एक एवाग्निर्बहुधा समिद्धः एकः सूर्यो विश्वमनु-
प्रभूतः ।
एकैवोषाः सर्वमिदं विभात्येकं वा इदं विबभूव सर्वं ॥

(3) ऋषभं मा समानानां सपत्नानां विषासहिम् ॥
हन्तारं शत्रूणां कृधि विराजं गोपतिं गवाम् ॥

(4) ये नः सपत्ना अप ते भवन्त्विन्द्राग्निभ्यामव बाधामहे
तान् ।
वसवो रुद्रा आदित्या उपरिस्पृशं मोग्रं चेत्तारमधि
राजमक्रन् ॥

(5) न हि तेषाममा चन नाध्वसु वारणेषु । ईशे रिपुरघ-
शंसः ॥

(6) आवदंस्त्वं शकुने भद्रमावद तूष्णीमासीनः सुमतिं
चिकिद्धि नः ।
यदुत्पतन्वदासि कर्करिर्यथा बृहद्वदेम विदथे सुवीराः ॥

(7) ते आचरन्ती समनेव योषा मातेव पुत्रं बिभृता-
मुपस्थे ।
अपशत्रून्विध्यतां संविदाने आर्त्नी इमे विष्फुरन्ती
अमित्रान् ॥

(8) शं नो देवः सविता त्रायमाणः शं नो भवन्तु-
षसो विभातीः ॥
शं नः पर्जन्यो भवतु प्रजाभ्यः शं नः क्षेत्रस्य
पतिरस्तु शंभुः ॥

(9) उस्माविद्वसूनां मर्त्तस्य देव्यवसः । तरत्समदी
धावति ॥

(10) देवैर्नोदेव्यदितिर्निपातु देवस्त्राता त्रायतामप्रयु-
च्छन् ।
तन्नो मित्रो वरुणो मा महन्तामदितिःसिन्धुः
पृथिवी उत द्यौः ॥

एतासामृचां का का कस्मिन् कस्मिन् गृह्यकर्मणि प्राय-श्चित्ते वा विनियुक्ता? प्रथमा द्वितीयाश्च विहाय शिष्टानामर्थो यथामति विव्रियताम्,

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TUESDAY, 7TH JANUARY, 2 TO 5 P.M.

TEXT-BOOKS.

Rigveda, Suktas 37 to 72, and *Tarkasangraha* with *Dipika*.

[The answers are to be written in Sanskrit.]

I. यं रक्षन्ति प्रचेतसो वरुणो मित्रो अर्यमा ।
नू चित्स दभ्यते जनः ॥ १ ॥
यं बाहुतेव पिप्रति पान्ति मर्त्यं रिषः ।
अरिष्टः सर्व एधते ॥ २ ॥
वि दुर्गा वि द्विषः पुरो घ्नन्ति राजान एषाम् ।
नयन्ति दुरिता तिरः ॥ ३ ॥

सुगः पन्था अनृक्षर आदित्यास ऋतं यते ।
नात्रावखादो अस्ति वः ॥ ४ ॥
यं यज्ञं नयथा नर आदित्या ऋजुना पथा ।
प्र वः स धीतये नशत् ॥ ५ ॥
स रत्नं मर्त्यो वसु विश्वं तोकमुत त्मना ।
अच्छा गच्छत्यस्तृतः ॥ ६ ॥
कथा राधाम सखाय स्तोमं मित्रस्यार्यम्णः ।
महि प्सरो वरुणस्य ॥ ७ ॥
मा वो घ्नन्तं मा शपन्तं प्रति वोचे देवयन्तम् ।
सुम्नैरिद्व आ विवासे ॥ ८ ॥
चतुरश्चिद्ददमानाद्बिभीयादा निधातोः ।
न दुरुक्ताय स्पृहयेत् ॥ ९ ॥

(1) यं रक्षन्तीत्युपरिमुद्रितस्य नवर्चसूक्तस्य स्वरसहित-पदपाठो लिख्यताम्.

(2) एतस्मिन्नेव सूक्ते यानि यानि पदानि भाषाविरुद्धानि वर्तन्ते तेषां संक्षेपेण व्याख्या कर्तव्या.

(3) त्वत्पठितसूक्तेषु यानि यानि छन्दांसि विद्यन्ते तत्तच्छन्दस्स्वेकैका भाषाटीकासहिता ऋग्लिख्यताम्.

(4) प्रतिवेदं प्रधानशाखानां प्रधानसंहिताब्राह्मणसूत्राणा च नामानि लिख्यन्ताम्.

II. (1) नवद्रव्याणि लक्षय ॥

(2) तेजोविषयं विभजस्व ॥

(3) करणकारणे लक्षय ॥

(4) पञ्चावयववाक्येन परार्थानुमानं दर्शय ॥

(5) तेषामेव पञ्चावयवाना संज्ञा लिखितव्याः ॥

(6) लिङ्गं विभजस्व ॥

(7) पक्षसपक्षविपक्षलक्षणं किम् ॥

(8) ईश्वरस्य सद्भावः कथमनुमीयते ॥

(9) लक्षणां विभजस्व ॥

(10) आकाङ्क्षायोग्यतासंनिधीन् लक्षय ॥

(11) गवादिशब्दानां जाताविव शक्तिः । विशेषणतया जातेः प्रथममुपस्थितत्वात् । व्यक्तिलाभस्त्वाक्षेपादिनेति केचित् । तन्न । गामानयेत्यादौ वृद्धव्यवहारात्सर्वत्रानयनादेर्व्यक्तावेव संभवे जातिविशिष्टव्यक्तावेव शक्तिकल्पनात् । शक्तिग्रहस्तु वृद्धव्यवहारेण । व्युत्पित्सुर्बालो गामानयेत्युत्तमवृद्धवाक्यश्रवणानन्तरं मध्यमवृद्धस्य प्रवृत्तिमुपलक्ष्य गवानयनं दृष्ट्वा मध्यमवृद्धप्रवृत्तिजनकज्ञानस्यान्वयव्यतिरेकाभ्यां वाक्यजन्यत्वं निश्चित्याश्वमानय गां बधानेति वाक्यान्तर आवपोद्वापाभ्यां गोपदस्य गोत्वविशिष्टे शक्तिः। अश्वशब्दस्याश्वत्वविशिष्टे शक्तिरिति व्युत्पद्यते.

इत्येतेषां वाक्यानामर्थः प्रतिपाद्यताम् ॥

WEDNESDAY, 18TH JANUARY, 10 A.M TO 1 P.M.

SANSKRIT: COMPOSITION.

अर्थसंपत्तेर्वरं विद्यासंपत्तिरित्यनुदर्शनार्थं साधुजनसमुचितशास्त्रकलाभ्यासस्यैहिकामुष्मिकफलवैचित्र्यप्रशस्तिर्विरच्यताम् ॥

THURSDAY, 19TH JANUARY, 10 A.M. TO 1 P.M.

TEXT-BOOKS.

Vikramorvasi, Malatimadhava and *Mricchakatika.*

(The answers are to be written in Sanskrit.)

I लीनेव प्रतिबिम्बितेव लिखितेवोत्कीर्णरूपेव च
प्रत्युप्तेव च वज्रलेपघटितेवान्तर्निखातेव च ।
सा नश्चेतसि कीलितेव विशिखैश्चेतोभुवः पञ्चभिः
चिन्तासन्ततितन्तुजालनिबिडस्यूतेव लग्ना प्रिया॥ १ ॥
रविमावसते सतां क्रियाय सुधया तर्पयते सुरान् पितॄंश्च।
तमसां निशि मूर्च्छतां निहन्त्रे हरचूडानिहितात्मने नम-
स्ते ॥ २ ॥

एतौ श्लोकौ सविस्तरं व्याख्यायेताम् ॥

II. (1) कथं विक्रमोर्वशीयं त्रोटकमाहुः मालतीमाधवीयञ्च प्रकरणम् । लक्ष्ये लक्षणं सङ्गम्यताम् ॥

(2) "उक्ता नायकभेदाश्चत्वारिंशत्तथाष्टौ च"—क एते भेदाः ? माधवपुरूरवश्चारुदत्ताश्च किंविधा नायकाः ?

III. आमुष्यायणः, नूतनं, समाजुहूषमाणः, यायावरः, अन्योन्याम्, अद्यश्वीना, संस्क्रीयते ॥

एते शब्दाः प्रक्रियोपन्यासपूर्वकं व्याक्रियन्ताम् ॥

IV. (1) मुकुलयति च नेत्रे सर्वथा सुभ्रु ! खेदः ॥

कथं सम्बुद्धौ सुभ्रु इतिरूपं साधु?

(2) प्रधनाध्वनि वीर धनुर्ध्वनिभृति विधुरैरयोधि तव दिवसम् ।

दिवसेन तु नरप ! भवानयुद्ध विधिसिद्धसाधुवादपदम् ॥

कथमत्र दिवसमिति द्वितीया ? दिवसेनेति तृतीया च ?

(3) नाहमधीती वेदे न च पठिती यत्रकुत्रचिच्छास्त्रे ।
किन्तु स्मरविध्वंसिनि पुरहिंसिनि भूयसीभक्तिः ॥

अधीती—पठिती—शब्दौ कथन्निष्पन्नौ ? वेदे—शास्त्रे इति कुतः सप्तमी ? भूयसीभक्तिरित्यत्र कुतः पुंवद्भावो न ?

(4) अहन्वनवृद्धकेशानां समूहार्थे अन्तर्वन्मनुसूर्य्यशर्वशर्वन्स्थलवधूटधनक्रीतपाणिगृहीतानां स्त्रीत्वविवक्षायां सपत्नीकुलटाचटकानाञ्चापत्यार्थे कानि रूपाणि भवन्ति ? कथञ्च तानि सिध्यन्ति ?

(5) अक्ष्णा काणोऽक्षिकाण इति कुतो न समस्यते ?

(6) उदकस्योदादेशः समानस्य च सादेशः कदा भवति?

(7) इ णि कि ङां कर्तरि कर्मणि, णिचि, सनि च लुङ्लटोः प्रथमैकवचने कानि रूपाणि भवन्ति?

(8) किं मन्ये विहारिष्यसे बत हतां मुञ्चान्तराशामिमाम् ।
करेणुरारोहयते निषादिनम् । यातयातेति यूयं याथ ॥

एतेषु कयोश्चिद्द्वयोरर्थोऽभिधीयताम् । प्रयोगवैचित्र्यञ्च व्याख्यायताम् ॥

(9) लृट् उत्सर्गेण चापवादेन च केष्वर्थेषु प्रयुज्यते ? सोदाहरणमुत्तरं देयम्

(10) शत्रुहः शत्रुघ्नः शत्रुघातः शत्रुघाति—इति पदच-

तुष्टयं कथं सिध्यति? स्त्रीत्वविवक्षायामेषां कानि रूपाणि भवन्ति?

V. (1) घातुकः खलु दैत्यानां लक्ष्मीं कामुको हरिः ॥

(2) शूर्पणखा विनसा हतबान्धवा ॥

(3) स्वस्ति कृषीवलाय सपुत्राय सहगवे सहलाय भूयात्॥

(4) उत्तिष्ठते नृपाणां यद्वर्णेभ्यः क्षयि तत्फलम् ।
तपः षड्भागमक्षय्यं ददत्यारण्यका हि नः ॥

(5) काश्चिदाहसत वामलोचना
हन्त पुष्पधनुषो रिपोरुरः ॥

(6) माजीवन् यः परावज्ञा—दुःखदग्धोऽपि जीवति ।
एतद्वाक्यजातं सावद्यमनवद्यं वेति विचार्यताम् ॥

VI. (1) (a) देवदत्तः सुखयति । ०सुखयाति । ०सुखायते ०सुखाकरोति ॥

(b) स वन उपवसानि । स वनमुपवसाति । स उपवनं वसाति । स उपवने वसति ॥

(c) [तण्डुलः] ओदनं पच्यते । ओदनेनः पच्यते । ओदनः पच्यते ॥

(d) अरुन्धत्येव सत्यास्ति । अरुन्धती सत्येवास्ति अरुन्धती सत्यस्त्येव ॥

एतेषां परस्परं को भेदः । सकारणमुत्तरं दीयताम् ॥

(2) प्रस्थप्रष्ठयोः कष्टकषितयोः अर्थ्यर्थवतोः राजन्वती-राजवत्योश्च कोऽर्थभेदः ॥

THURSDAY, 19TH JANUARY, 2 TO 5 P.M.

TEXT-BOOKS.

Vikramorvasi, Malatimadhava, Mricchakatika, Kadambari and *Kavyaprakasa.*

(The answers are to be written in Sanskrit.)

I. (1) लव०—पडिहदं दे अमङ्गलं । ण अदो वि अधिअदरं सुणिस्सं ॥

माल०—सहि पिअं क्खु तुम्हाणं मालदीजीविदं ण उण मालदी ॥

लव०—किं एव्वं भणिदं भोदि ॥

माल०—आत्मानं निर्दिश्य । जेण पच्चासाणिबन्धणेहिं वअणसंविहाणेहिं जीआविअ इमं महाविभच्छारम्भं अणुभाविदम्हि । संपदं उण मणोरहो एसो जव्वजं तस्स देवस्स परकेर अत्तणेण अवरद्धं अत्ताणअं परिच्चइस्संति । ता इमस्सिं पेआअणे पिअसही मे अपरिपन्थिणी होदु । इति पादयोःपतति ॥

माध०—सैषा सीमा स्नेहस्य ॥

(*a*) कोयं कथासंदर्भः ? किममङ्गलं प्रतिहतमिष्यते लवङ्गिकया ? नातोप्यधिकतरं श्रोष्यामीति कथने किन्निमित्तं ? (*b*) सखि प्रियमित्यादेर्मालतीवचनस्य को भावः ? (*c*) कथमात्मानमपराद्धं मन्यते मालती ? अनवरद्धमिति पाठेऽपि कथं प्रकृतस्य समुचितोऽर्थोऽवगम्यते ?

(2) " भगवन् कपिञ्जल पत्रलेखया त्वयाचास्मिन्सरसि

जलप्रवेशः कृतः किं तस्यावृत्तं इत्यावेदनेन प्रसादं करोतु भगवान्."

कस्योक्तिरिदं वाक्यं? कोऽसौ कपिञ्जलः? कथञ्चासौ सरसस्तीरे तत्र समुपस्थितः? किं तेन प्रत्युत्तरितम्? तस्य च पत्रलेखायाश्च ततः किं वृत्तम्?

II. (1) नान्दीशब्दः कथं निष्पन्नः? नान्द्याः कानि लक्षणानि? नाटकारम्भे केन नान्दी पठनीया? सूत्रधारेण चेत्कथं तर्हि नान्द्यन्ते नान्द्यन्ते सूत्रधार इति प्रायेण दृश्यते?

(2) विक्रमोर्वशीये नान्द्या काव्यार्थसंसूचनं कथमवगन्तव्यम्॥

(3) पञ्चविधा प्रस्तावना मता—किंविधा सा प्रस्तुतरूपकत्रये?॥

III. (1) किं रसस्य स्वरूपं? का च श्रीशंकुकमता रसनिष्पत्तिः?

(2) कथंभूतयोर्विरुद्धयोरपि रसयोरदुष्टता?

IV. (1) यत्तच्छब्दौ परस्परं कदा साकाङ्क्षौ? कदा निराकाङ्क्षौ? इदमदश्शब्दौ तच्छब्दार्थे किमभिदधीयाताम्? उदाहरणानि प्रत्युदाहरणानि च दीयन्ताम्.

(2) जगति जयिनस्ते ते भावा इत्यादि॥

मृदुपवनविभिन्नो मत्प्रियाया इत्यादि॥

गाहन्तां महिषा निपानसलिलमित्यादि॥

एतेषु श्लोकेषु के दोषा निरूपिताः काव्यप्रकाशे॥

(3) निर्हेतोरप्रयुक्तनिहितार्थयोश्च कचिन्नदुष्टता—क ?।

(4) कर्णावतंसादिषु कर्णादिशब्दैः किं फलितम् ?

V गुणास्त्रयः प्रोक्ता नामतो लक्षणतश्च कथ्यन्ताम्। कथन्न ते दश ?। केषु केषु रसेषु तेषा प्रत्येकं निहिता स्थितिः ? गुणालङ्कारयोः को भेदः ? ॥

VI. (1) संसृष्टिसंकरयोः को भेदः ? संकरस्य त्रयो भेदा लक्षणतः कथ्यन्तां । उदाहरणानि च प्रतिपाद्यन्ताम्

(2) उपमानोपमेययोर्भिन्नवचनलिंगत्वं क दोषाय भवति ? कच न दोषाय ? ॥

(3) उत्तरमलङ्कारान्तरन्नेति कथं भणन्ति केच न ?

(4) व्याजोक्त्यपन्हुत्योः को भेदः ॥

(5) विरोधः — अप्रस्तुतप्रशंसा — दृष्टान्तः — तुल्ययोगिता — मालारूपकं ॥

एतेषामलङ्काराणामुदाहरणानि प्रस्तुतरूपकत्रये प्रदर्श्यन्ताम् ॥

FRIDAY, 20TH JANUARY, 10 A.M. TO 1 P.M.

TRANSLATION.

Translate into English

(1) अपि च दिवसो दोषागमाय दोषागमोऽनालोकाय अनालोकोसन्दर्शनार्थमसन्दर्शनमविवेकाय अविवेकोऽसन्मार्गप्रवृत्तये असन्मार्गप्रवृत्तश्च मोहान्धं चेतो भ्राम्यदवश्यमेव स्खलति स्खलिते च चेतसि तत्क्षमा पतत्येव लज्जा त्रपावरणशून्ये

च हृदि प्रविश्य पदं कुर्वन् केन वा निवारितो दुर्निवारः सर्वाविनयहेतुर्मकरकेतुः । विलसति च कुसुममार्गणे केन कार्येण छिद्रसहस्राणि न भवन्ति यैः सत्त्वमेव अधस्ताद्व्रजति । सत्त्वे चाधोगते किमाश्रित्य न गलति शीलं । गलिते च शीले किमवलम्बनं विनयस्य । किंकरोत्वनाधारं धैर्यं । क्वपदमाधत्तां धीः । क्वसमाधानमाविभ्रात्ववष्टम्भः । केनावष्टभ्य बलान्निश्चलीकृतं मनः । विप्रतिपद्यमानानि केन नियन्त्रितानीन्द्रियाणि । जगन्निन्द्यानि केन निवारितानि दुश्चरितानि । केनवालोक भूतेन तमोभिवृद्धिहेतुरुत्सादितो दोषाभिषङ्गो दृष्टरूपहन्ता । किंवा दृश्यतामसातिबहुदर्शित्वे । बहुदर्शित्वञ्च तावतः कालस्यैवासम्भवात् कुतो भवतु प्रथमे वयसि येनान्वयव्यतिरेकाभ्यां निश्चित्य । वर्ज्यता मलिनता ॥

(2) लांगूलेनाभिहत्य क्षितितलमसकृद्दारयन्नग्रपद्भ्याम्
आत्मन्येवावलीय द्रुतमथ गगनं प्रोत्पतन्विक्रमेण ।
स्फूर्जद्धुङ्कारघोषः प्रतिदिशमखिलान्द्रावयन्नेष जन्तून्
कोपाविष्टः प्रविष्टः प्रतिवनमरुणोच्छूनचक्षुस्तरक्षुः॥

(3) शैलेन्द्रप्रतिपाद्यमानगिरिजाहस्तोपगूढोल्लस
द्रोमाञ्चादिविसंष्ठुलाखिलविधिव्यासङ्गभङ्गाकुलः ।
आः शैत्यं तु हिमाचलस्य करयोरित्यूचिवान् सस्मितम्
शैलान्तःपुरमातृमण्डलगणैर्दृष्टोऽवताद्वः शिवः ॥

(4) कोऽत्र भूमिवलये जनान् मुधा
तापयन् सुचिरमेति सम्पदम् ।
वेदयन्निति दिनेन भानुमान्
आससाद चरमाचलं ततः ॥

(5) अस्याः सर्गविधौ प्रजापतिरभूच्चन्द्रो नु कान्तिप्रदः
शृङ्गारैकरसः स्वयं नु मदनो मासो नु पुष्पाकरः ।
वेदाभ्यासजडः कथं नु विषयव्यावृत्तकौतूहलो
निर्मातुं प्रभवेन्मनोहरमिदं रूपं पुराणो मुनिः ॥

(6) वसु प्रदेयं खलतोऽवधेयं मनोनिधेयं चरणे हरस्य ।
निजं विधेयं कृतिभिर्विधेयं विधेर्विधेयं विधिरेव वेत्ति ॥

(7) क्षोणीपर्यटनं श्रमाय विहितं वादाय विद्यार्जिता
मानध्वंसनहेतवे परिचितास्तेते नराधीश्वराः ।
विश्लेषाय सरोजसुन्दरदृशामास्ये कृता दृष्टयः
कुज्ञानेन मया प्रयागनगरे नाराधि नारायणः ॥

(8) सुधामप्यास्वाद्य प्रतिभयजरामृत्युहरणीं
विपद्यन्ते विश्वे विधिशतमखाद्या दिविषदः ।
करालं यत्क्ष्वेडं कबलितवतः कालकलना
न शम्भोस्तन्मूलं जननि तव ताटङ्कमहिमा ॥

(9) आज्ञप्तं किल कामदेवधरणीपालेन काले शुभे
वस्तुं वास्तुविधिं विधास्यति तनौ तारुण्यमेणीदृशः ।
दृष्ट्या खञ्जनचातुरी मुखरुचा सौधाधरी माधुरी
वाचा किञ्च सुधासमुद्रलहरीलावण्यमामन्त्रते ॥

(10) भूयादेष सतां हिताय भगवान् कोलावतारो हरिः
सिन्धोःक्लेशमपास्य यस्य दशनप्रान्ते स्थिताया भुवः।
तारा हारति वारिदस्तिलकति स्वर्वाहिनी माल्यति।
क्रीडादर्पणति क्षपापतिरहर्देवश्च ताटङ्कति ॥

(11) अयं वैशेषिकानामभ्युपगमः कारणद्रव्यसमवायिनो गुणाः कार्यद्रव्ये समानजातीयं गुणान्तरमारभन्ते शुक्लेभ्यः तन्तुभ्यः शुक्लस्यपटस्य प्रसवदर्शनात् तद्विपर्ययादर्शनाच्च। तस्माच्चेतनस्य ब्रह्मणो जगत्कारणत्वे अभ्युपगम्यमाने कार्येऽपि जगति चैतन्यं समवेयात् तददर्शनात्तु न चेतनं ब्रह्म जगत्कारणं भवितुमर्हतीति ॥

(12) अव्याधितश्चेत् स्वपन्तमादित्योऽभ्यस्तमियाद्वाग्यतोऽनुपविशन् रात्रिशेषं भूत्वा येन सूर्यज्योतिषा बाधसे तमो जगच्च विश्वमुदियर्षि भानुना। तेनास्मद्विश्वामनिरामनाहुतिमपामीवामपदुःस्वप्न्यं सुव। विश्वस्य हि प्रेषितो रक्षसि व्रतमहेळयन्नुच्चरसि स्वधा अनु। यदद्य त्वा सूर्योपब्रवामहै तं नोदेवा अनु मंसीरत क्रतुं तं नो द्यावापृथिवी तन्न आप इन्द्रःशृण्वन्तु मरुतो हवं वचः। मा शूने भूम सूर्यस्य सन्दृशि भद्रं जीवन्तो जरणा मशीमहि। विश्वाहा त्वा सुमनसः सुचक्षसः प्रजावन्तो अनमीवा अनागसः। उद्यन्तं त्वा मित्रमहो दिवे दिवे ज्योग्जीवाः प्रतिपश्येम सूर्य। महिज्योतिर्बिभ्रतं त्वा विचक्षण भास्वन्तं चक्षुषे चक्षुषे मयः। आरोहन्तं बृहतः पाजसस्परि वयंजीवा प्रतिपश्येम सूर्य। इति

पञ्चभिरादित्यमुपतिष्ठेत—अभ्युदियाच्चेदं कर्यं श्रान्तमनभिरूपेण कर्मणा वाग्यत इति समानम् । यस्य ते विश्वा भुवनानि केतुना प्रचेरते नि च विशन्ते अक्तुभिः । अनागस्त्वेन हरिकेश सूर्याह्नाह्ना नो वस्यसावस्यसोदिहि । शं नो भव चक्षसा शं नो अह्ना शं भानुना शं हिमा शं घृणेन । यथा शमध्वञ्छमसद्दुरोणे तत्सूर्य द्रविणं धेहि चित्रं । अस्माकं देवा उभयाय जन्मने शर्मयच्छत द्विपदे चतुष्पदे । अदत्पिबदूर्जयमानमाशितं तदस्मे शंयोररपो दधातन । यद्वो देवाश्चकृम जिह्वया गुरु मनसो वा प्रयुती देव हेळनं । अरावायोनो अभिदुच्छुनायते तस्मिन्तदेनो वसवो नि धेतन इत्युत्तराभिश्चतसृभिरुपस्थानम् ॥

(13) कुसुमशयनं पाषाणो वा प्रियं भवनं वनं
प्रतनु मसृणस्पर्शं वासस्त्वगप्यथ तारवी ।
सरसमशनं कुल्माषो वा धनानि तृणानि वा
शमसुखसुधापानक्षैब्ये समं हि महात्मनाम्

FRIDAY, 20TH JANUARY, 2 TO 5 P.M.

TRANSLATION.

Translate into Sanskrit:

(1) Humanity, delighting to behold
A fond reflection of her own decay,
Hath painted Winter like a shrunken, old,
And close-wrapt traveller, through the weary day
Propp'd on a staff, and limping over the plain,
As though his weakness were disturbed by pain;
Or, if a juster fancy should allow
An undisputed symbol of command,
The chosen sceptre is a wither'd bough,
Infirmly grasp'd within a palsied hand.

This emblem suits the helpless and forlorn;
But mighty Winter the device shall scorn;
For he it was,—dread Winter! who beset,
Flinging round van and rear his ghastly net,
That host,—when from the regions of the Pole
They shrunk, insane ambition's barren goal,
That host,—as huge and strong as e'er defied
Their God, and placed their trust in human pride!
As fathers persecute rebellious sons,
He smote the blossoms of the warlike youth;
He called on Frost's inexorable tooth
Life to consume in manhood's firmest hold;
Nor spared the reverend blood that feebly runs;
For why,—unless for liberty enrolled,
And sacred home,—ah, why should hoary age be bold?

(2) It is a most affecting moment in a court of justice, when the evidence has been heard, and the Judge asks the prisoner what he has to say in his defence. The prisoner who has (by great exertion, perhaps, of his friends) saved up money enough to procure counsel, says to the Judge, "that he leaves his defence to his counsel."* We have often blushed for English humanity to hear the reply, "Your counsel cannot speak for you; you must speak for yourself." And this is the reply given to a poor girl of eighteen,—to a foreigner,—to a deaf man,—to a stammerer,—to the sick,—to the feeble,—to the old,—to the most abject and ignorant of human beings. It is a reply, we must say, at which common sense and common feeling revolts, for it is full of brutal cruelty and of base inattention of those who make laws to the happiness of those for whom laws were made. We wonder that any juryman can convict under such a shocking violation of all natural justice. The iron age of Clovis and Clothaire can produce no more atrocious violation of every good feeling and every good principle. Can a sick man find strength and nerves to speak before a whole assembly? Can an ignorant man find words? Can a low man find confidence? Is not he afraid of becoming an object of ridicule? Can he believe that his expressions will be understood? How often have we seen a poor wretch, struggling against the agonies of his spirit, and the rudeness of his conceptions, and his awe of better-dressed men and better-thought men, and the shame which the accusation has brought upon his head, and the sight of his parents and children gazing at him in the court, for the last time, perhaps, and after a long absence! The mariner sinking in the wave does not want a helping hand more than does this poor wretch But help is denied to all! Age cannot have it, nor ignorance, nor the modesty of women! One hard, uncharitable rule silences the defenders of the wretched, in the worst of human evils; and at the bitterest of human moments, mercy is blotted out from the ways of men. SYDNEY SMITH—Essay on the defence of prisoners.

SATURDAY 21ST JANUARY, 10 A.M. TO 1 P.M.

HISTORY OF SANSKRIT LITERATURE.

I. (1) What evidence does exist to prove the antiquity of Sanskrit literature?

(2) What conclusions can be drawn by comparing the Ṛik-Saṁhitā with the Atharva-Saṁhitā?

(3) What are the recensions of the Ṛig-Veda? State the Brāhmaṇas of the Sāma Veda, and what geographical and other special information can be derived from them? What difference does exist between the Black and White Yajur-Veda?

(4) Define the character of the Prātiśākhya Sūtras, the Anukramaṇis, the Nirukti and Araṇyakas.

II. (1) State the main differences in language and composition existing between the Vedic and Non-Vedic Sanskrit literature.

(2) Give an account of the origin of the Sanskrit Epic and Drama.

(3) To what purpose was the Vyākaraṇa originally applied, and what are the peculiarities of Pāṇini's system?

(4) How do the cosmogonic theories affect the Sanskrit philosophic systems.

(5) Has Indian astronomy a national or foreign origin? Give reasons for your opinion.

(6) Write a short essay on the question whether the Sanskrit as extant in the epic, dramatic, and scientific literature was a spoken language; and if so, when did Sanskrit cease to be a living language?

DRAVIDIAN LANGUAGES.

MONDAY, 16TH JANUARY, 10 A.M. TO 1 P.M.

COMPARATIVE PHILOLOGY.

I. (1) Describe briefly the origin and growth of the Science of Language.

(2) According to what principles have languages been classified? State your opinion on that subject.

(3) In what manner can Comparative Philology be used in support of historical facts?

II. (1) What is understood by Phonology and Sematology, and what is their relation towards Comparative Philology?

(2) How far can Grimm's Law be regarded as having a general linguistic character?

III. What are the Law of Assimilation, the Law of Dissimilation, and the Law of Compensation in the Orthography of a language? Illustrate each of them with examples from Tamil or Telugu.

IV. Are there any orthographical laws like Grimm's Laws in the Dravidian languages? If there are, mention some of them, and give instances to illustrate them.

V. Explain the vowel lengthenings and consonantal changes in the undermentioned words by any orthographic laws, தழீஇ, குழூஉ, விராய், அளாய், చేని, ఇంటన్, వంటన్, and చేతన్.

VI. Give some instances of Telugu nouns to which the inorganic suffixes *ku* and *gu* are added in the nominative singular, and also their corresponding form in Tamil. Account for the addition of those suffixes.

VII. How far are the sandhis of letters in Tamil connected with the organs with which the letters are pronounced? Give examples.

VIII. Give the masculine singular, and the instrumental ablative and locative suffixes in Tamil, Telugu, Malayalam, and Kanarese, and account for the changes they have undergone from their original forms.

IX. Mention some of the formative suffixes of the Dravidian roots, and give examples. What formative suffixes do the following verbs take? தெள், உள், மல், அடை and இழி in Tamil, and கிழி, இரு, தா, விரி (to break), புர (to protect), கடி (to bite), மறை, வளை, எழு, கோ (to sew), பிழி, விளி (to call), இழுழு, and புதை in Telugu.

X. How far do the letters ற, ழ, and ள exist in the principal Dravidian languages? Are they original letters or not? Give your reason.

XI. In which of the Dravidian languages does the Law of Metathesis prevail most? Give examples.

XII. Mention some Telugu words, the etymologies of which are ascertained only by a comparison of them with their corresponding forms in Tamil.

XIII. How far are the Dravidian languages agglutinative or inflectional in their conjugation.

MONDAY, 16TH JANUARY, 2 TO 5 P.M.

HISTORY OF THE TAMIL LANGUAGE.

I. Is the Tamil alphabet perfect? Give reasons. How is the Tamil character related to the other characters used in the Indian vernaculars?

II. (1) What are the most ancient written records in Tamil?
(2) What is the most ancient Tamil work extant?

III. What is the relationship of Sanskrit to Tamil and how far has the influence of Sanskrit affected Tamil?

IV Mention six of the வினைமுற்று and six of the வினையெச்சம் forms, which do not occur in ordinary prose.

V. What do you know about the form and history of the following words :—

தூய் as in தூமலர் தூய்த்தொழுது.

எழுதரு ,, சொல்லிய பள்ளி யெழுதருவளியில்.

இசைமை ,, ஈறியன் மருங்கினு மிசைமை தோன்றும்.

ஙனம் ,, வெய்ஙனம்.

ஆறும்
ஆல் } ,, யாதானு நாடா மாலூரா மால்.

VI. Describe the country in which Tamil was originally spoken and adduce internal evidence in support of your statements.

VII. Mention some ancient Tamil words which are used in the Telugu language but do not occur in colloquial Tamil.

VIII. Prove that Tamil is the most ancient of the Dravidian languages.

IX. Give examples to illustrate each of the suffixes of ஏவல் and வியங்கோள் both in உடன்பாடு and எதிர்மறை.

X. Mention some words which were extant at the time of the author of the Tolkappiyam and became obsolete in latter times, and some which have since come into use.

XI. Write grammatical notes on the following words and expressions :—

(1) வந்தக்கால்.

(2) இன்று as in உப்பின்றுபுற்கை யுண்கமா கொற்கையோனே.

(3) நாளன்று as in நாளன்று போகி.

(4) உணர்ந்தோரை as in கற்றுணர்ந்தோரைத் தலைநிலத்து வைக்கப்படும்.

(5) நிகழுஉநின்ற as in நிகழுஉநின்ற பல்வரைக் கிளவி.

XII. What do you know about the following words :—

ஊ, நின்றை, காத்தை, என்மனார், உணருமோர், மொழிமனார், சிக்கு, தாரி, செய்ம்மன.

TUESDAY, 17TH JANUARY, 10 A.M. TO 1 P.M.

TAMIL: TEXT-BOOKS.

Chintamani, Chilappadhikaram, and *Ramayanam.*

I. (1) Which is older சிந்தாமணி or சிலப்பதிகாரம் ?

(2) Determine the period of சிலப்பதிகாரம் from internal evidence.

(3) How was சேரமான் the author of சிலப்பதிகாரம் related to சேரமான் பெருமாணாயனார் ?

(4) Compare the style of நச்சினார்க்கினியார் with that of அடியார்க்கு நல்லார், and say whether the supposition that the commentaries of சிந்தாமணி and சிலப்பதிகாரம் are the productions of one person under two different names of the same import can be supported.

(5) Distinguish the characteristic of the style of இராமாயணம் from that of சிந்தாமணி.

II. "காவில் வாழ்பவர் நால்வருளர்கரி - போலவர்"

(1) Quote authority from தொல்காப்பியம் for this திணை மயக்கம்.

(2) Can you assign any reason independent of it?

(3) Distinguish one from another the four classes referred to?

(4) What is their rambling property compared to?

(5) What characteristics of the fair sex do you observe in the comparison?

III. (1) "ஒன்றாய ஊக்கவேர் பூட்டி யாக்கைச் செறு வுழுது
நன்றாய நல்விரதச் செந்நெல் வித்தி யொழுக்க நீர்
குன்றாமற் றாங்கொடுத்துத் தம் பொறியின் வேலி காத்தோம்பின்
வென்றார்தம் வீட்டின்பம் விளைக்கும் விண்ணோ ருலகின்றே."

Cite passages from other writings expressing similar thoughts.

(2) "வாழ்கநின் மலரடி மைந்த வென்னவே
தோழியர் சுவாகதம் போது கேங்கென"

(a) In how many ways is தோழியர் சுவாகதம் read the commentator?

(b) Can you show a better reading followed by other writers in quoting these lines for their authority?

IV. (1) (a) Write in விருத்தம் metre.

"மேவலர்பால் வெய்யதாய் மேவிஞர் பானிழலாய்க்
காவலன் வெண்குடைபோற் காட்டிற்றே-பூவலரின்
மாதவிக்குங் கண்ணகிக்கும் வானூர் மதிவிரிந்து
போதவிழ்க்குங் கங்குற் பொழுது."

(b) Point out a special beauty in the expression பூவலரின்.

(c) What எதுகை is போதவிழ்க்கும்?

(2) (a) "சேவலொடுதுயின் மணிவண்டுகோலக்
களிசிறவண்டாதுதிர்ப்பத் தோன்றிற்றே கா
தெளிசிற வெங்கதிரோன் றேர்." [மர்

(b) Do the lines themselves show that this reading is wrong?

(c) Can you give the correct reading?

(3) Explain in a way different from that of the commentator.

(a) "அசைவிலூக்கத்து நசைபிறக்கொழிய"

(b) "வான்கண் விழியா வைகறை யாயத்து"

V. (1) Name the 11 கூத்து, 10 துவர், 5 விரை, and 32 ஓமாலிகை.

(2) Define கொடுகொட்டி and பாண்டரங்கம், quoting authority if you can.

(3) What is பரியகம்?

(4) Why is கூந்தல் named ஐம்பால்?

(5) Why is இசை called பண்?

IV. "நாடிய பொருள்கைகூடும் ஞானமும் புகழுமுண்டாம்
வீடியல் வழியதாக்கும் வேரியங் கமலைநோக்கும்

நீடியவரக்கர்சேனை நீறுபட்டழியவாகை
சூடிய சிலையிராமன் றோள்வலி கூறுவோர்க்கே."

(1) How is the latter half of the 2nd line interpreted ordinarily?

(2) What inconsistency is there in that interpretation?

(3) Give the correct meaning and reading.

(4) Quote authority from தொல்காப்பியம் as regards the custom alluded to in வாகைசூடிய.

(5) Explain grammatically அது in வழியதாக்கும்.

VII. Paraphrase:—

(1) "கம்மப்பல்கலங் களைந்து கண்டொறூஉம்
விம்மப்பல்கல நொய்யமெய்யணிந்
தம்மென் மாலையு மடைச்சிக் குங்குமங்
கொம்மை மட்டித்தார் கொடியனாளையே"

(2) "ஊடினீரொல்லா முருவிலான் றன்னாணை
கூடுமினென்று குயில்சாற்ற - நீடிய
வேனிற்பானிற் கலந்தாள் மென்பூந்திருமுகத்
கானிற்பாணிக் கலந்தாய்காண்." [தைக்

(3) "மாடுவென்றியோர் மாதிரயானையின்
சேடுசென்று செடிலொருதிக்கின்மா.
நாடுகின்றது நண்ணிய கால்பிடித்
தோடுகின்றது மொத்துளனுயிருன்."

VIII. Explain the meaning of—

"கோலவியா வெஞ்சிலையான்"
"வெள்ளை நோக்கு"
"தோரிய மடந்தை வாரம் பாடலும்"
"பாரதியாடிய பாரதி யரங்கத்து"
"மன்னற வேவிலையைப் பிரித்தாய்"
"கோடுபெற்றிய கொற்றவற் கூயதோர் - பாடு"

IX. Quote lines in which any six of the following words occur:

செறம்பு, தகுணிச்சம், வெளில், சூழி ;
புள்ளோப்பல், திமில், பீரம், பொய்தல் ;
மாணி, சட்டகம், வற்கலை, வளாகம்.

X. (1) State briefly the history of சயம்பிரபை.

(2) Quote a verse (*a*) to show that proposal for marriage should begin on the side of the bridegroom, (*b*) to show the evils of intoxication.

TUESDAY, 17TH JANUARY, 2 TO 5 P.M.

TAMIL TEXT-BOOKS.

Tholkappiyam and *Thandiyalankaram.*

I. (1) By what other name is தொல்காப்பியர் known?

(2) Who were his contemporaries?

(3) Who are the other commentators of his work? Which commentary is the oldest, which latest, and which full and exhaustive?

(4) "வடவேங்கடந் தென்குமரியாயிடைத்தமிழ்." Compare this with the boundaries given in சிலப்பதிகாரம் and நன்னூல், and reconcile the difference.

(5) When did the author of தண்டியலங்காரம் flourish? With whom is he often confounded?

II. (1) Distinguish between—

(*a*) வழக்கு and செய்யுள்.

(*b*) செந்தமிழ் and கொடுந்தமிழ்.

(*c*) இயல், இசை and நாடகம்.

(2) How does (*a*) புணர்ச்சி விகாரம் differ from செய்யுள் விகாரம்?

(*b*) தொகுத்தல் from மொழிக்குறை?

(*c*) மரூஉ from விகாரம்?

(*d*) We say வாம்பரி for வாவும்பரி; can we say பாம்பரி for பாயும்பரி as well? Why?

(3) Do you know of any விகாரம் which ought to have been, properly speaking, classified as செய்யுள்விகாரம், but which does not fall under any of the nine given in Tamil Grammars?

(4) Quote some instances of செய்யுள்விகாரம் from சிந்தாமணி.

(5) Compare மேல்கொண்டு with மேற்கொண்டு, வழி

படுதல் with வழிப்படுதல், and show when this சந்தி requies விகாரம். Give other examples of the same nature.

III. (1) (a) Show that தொல்காப்பியம் took ஏழ் and no ஏழு as the primitive word.

(b) What other சாரியை was in vogue for ஐ in the combination of கீழ் and சேரி, &c.?

(c) What சாரியை is substituted by modern Grammarians for அக்கு?

(d) Give a definite rule when to use அது, இது, &c., with the ஆய்தம். What is often substituted for இஃது?

(2) Why has ஏ two உடம்படுமெய் when all other vowels have but one each?

(3) What is the nature of வ் in அவன், எவன், &c.? Does it differ from that in ஏவன்?

(4) "வேய்மென்றோட் - பூட்டார் சிலைநுதலாட் புல்லாதொழியேனே"

What does நச்சினார்க்கினியார் mean in his annotation to the above line, by "இரண்டாமுருபு இங்ஙனம் வருதல தென்னிதென்பதனாற் கொள்க."

(5) (a) Give instances of பொது எழுத்து undergoing transmutation in deriving words from Sanskrit.

(b) Give an instance of தகர சகரப்போலி.

IV. (1) "துறைதுறைதொறும் பன்மணி சிதறும்" "அரி யரியென்றவை யழைப்ப."

(a) What do you call the first தொடர் in both these expressions?

(b) Give the three occasions for the use of அடுக்கு.

(2) Quote from திருக்கோவையார் the use of தாங்கள் in the second person.

(3) "யாகாபிறபிறக்கரோபோமாது." Illustrate each of these by an example from either சிந்தாமணி or சிலப்பதிகாரம்.

(4) Give two or three அசைநிலை not enumerated by தொல்காப்பியர், and give examples of them.

(5) Mention two விகுதி which give one meaning in one place and just its opposite in another place. Also two words similarly used.

V. Give some of the rules in தொல்காப்பியம் which refer to emphasis of words and illustrate each by an example.

VI. (1) Give reason for the five-fold division and arrangement of sections of அகப்பொருள் in தொல்காப்பியம்.

(2) (a) What are the twelve kinds of கருப்பொருள் ?

(b) Why has the author enumerated only eight ?

(c) Name the கருப்பொருள் of குறிஞ்சிநிலம்.

VII. (1) Take any துறை in அகப்பொருள் and compare the example given by நச்சினார்க்கினியார் with verses in the same துறை in சிந்தாமணி, சிலப்பதிகாரம், and திருக்கோவையார்.

(2) (a) What connexion has வெட்சி with குறிஞ்சி ?

(b) Give the necessity for திணைமயக்கல் in the words of any authoritative writer.

(c) What are the subdivisions of வெட்சி ?

(3) Why is மெய்ப்பாட்டியல் treated of in பொருளதிகாரம்.

(4) How many of the four castes are now said to exist, and which have become extinct according to நச்சினார்க்கினியார் ?

VIII. (1) (a) How many kinds of அசை are there according to தொல்காப்பியம் ?

(b) Does this classification conflict with the division and nature of சீர் as followed by modern writers on Prosody ?

(c) How does it affect the mode of scanning lines ?

(d) Is the following scanning correct according to தொல்காப்பியம்.

"தன்சோ ணுன்சி ஜென்று கைம்மிகடஉங்
களிறு வள்பெருங் காடாயினு
மொளிபெ ரிதசிறந்தன் றளிய வென்னெஞ்சே."

(2) (a) Quote the மரபியற்சூத்திரம் for the appropriate use of பெட்டை.

(*b*) Can you reconcile then the use of சிங்கப்பெட்டை in சிந்தாமணி in :

"நீண் முழைச் சிங்கவேறு
தன்றுணைப் பெட்டையோடு தான்புறப்பட்ட தொத்தான்."
"எழுந்து விண்படருஞ் சிங்கம் பெட்டை மேலிவர்ந்து
நின்றால்."

IX. (1) Give an example of உதாரவணி from சிலப்பதிகாரம்

(2) (*a*) Whatismeant by சமாதானவுருவகம் :

(*b*) Illustrate by an example.

(3) (*a*) What is இலேசம் in Rhetoric ?

(*b*) What are its three different kinds ?

X. (1) Correct any four of the following typographical errors and bad readings :—

(*a*) "மின்னுப்போ லுடங்கி நின்று வலிசதை
பொற்கொம் பொப்பான்"

(*b*) "கண்ணுறை நேயமலி யாருதி பொங்க"

(*c*) "அரிமலரா ரந்தக ணம்மா வறிவை
திருமுகமுந்திங்களுஞ்செய்த்துத்-தெருமந்து
வையத்தும்வானத்துஞ்செல்லாதணங்காகி
யையத்து நின்ற தரா."

(*d*) "மாகமாநிலனு முழுதும்வந்திறைஞ்ச மல
ரடிக்கண்ட மாமறையாளன்
தோகைமாமயி லன்னவரின்பந் துற்றிலாமையி ல
த்தவிங்கொழிந்து"

(*e*) "மாடமாளிகைசூழ் திருமங்கை மன்னனொ
ன்னலர்தங்களை வெல்லும்
ஆடன்மாவலன் கலிகன்றி யணிபொழிற் றிரு வரங்
கத்தம்மானை"

(2) (*a*) Which are the two விருத்தம் metres one of which is often wrongly scanned one foot more, and the other three less than it ought to be ?

(*b*) Give an instance of each from திருவரங்கக்கலம்பகம்.

(*c*) What is that special metre which, in its different lines, is not uniform in its poetic pause.

WEDNESDAY, 18TH JANUARY, 10 A.M. TO 1 P.M.

TAMIL: COMPOSITION.

Write an Essay in Tamil on one of the following subjects :—

I. The steps which educated Hindus should take to save from destruction literary and other memorials of the past.

II. The facility with which we receive Western literature instead of being a reason for neglecting our own should be a strong motive for its cultivation.

THURSDAY, 19TH JANUARY, 10 A.M. TO 1 P.M.

TAMIL: TEXT-BOOKS.

Thevaram, Thirumohsi, Thirukkovaiyar, Thayumanavar, and *Kalambagam.*

I. "தேவர் குறளுஞ் சிவாகமமு நான்மறையும்
மூவர் தமிழு முனிமொழியுங் - கோவை
திருவா சகமுந் திருமூவர் சொல்லும்
ஒருவா சகமென் றுணர்."

(1) Verify this as regards தேவாரம் and திருக்கோவையார் citing a few instances about—

(a) the attributes of God;
(b) the attributes of Soul;
(c) the origin of Sin;
(d) the attainment of Final Bliss.

(2) Does பெரிய திருமொழி differ in its tenets about these points? Substantiate your reply.

II. Explain the allusions in—

"கல்வின்மீதியன்ற கடிமதிளிலங்கை"
"புன்வாய்பிளந் தெருதடர்த்த வெந்தை"
"வருங்குன்ற மொன்றுரித்தோன்"
"உறங்கண்ணிவந்த கணையுரவோன் பொடியாயொடுங்க"
"சிவனையயன்-றுனிட்ட சாபந் துடைத்தா னரங்கர்"
"நான்முகன் பணியப் பள்ளிகொள்வான்"
"நால்வர்க்-கன்றாலின் கீழிருந்து மோனஞானமமைத்த"
"மௌனியாய்த்தெளியவோர்சொற்றந்த நான்முதல்"

"அயலார் கடையிற் பலிகொண்ட வழகன்"
"வரைதன்னி-லரக்கனை யடர்த்தருளு மண்ணல்"

III Give the meaning of—

"கலம்பணி கொண்டிட மம்பலங்கொண்டவன்"
"மூருங்கண்ணனையதுண்டோ வந்தது"
"தசமுகனெரிதர வூன்று சண்பையான்"
"யாகாயாழீ காயாகா - தாயா ராரா தாயாயா
யாயா தாரா ராயாதா - காயா காழீ யாகாயா"
"இயமமாதியெண் குணமுங் காட்டி"
"ஞேயமற்ற - ஞாதுருவு மழுவாம னழுவிநிற்கும்"
"வழுத்து தாண்முன புவனங்கடந்தே
மலர்ந்த வுந்தி புவனங்கடந்தே"
"தருவொன்றும் வைகுந்தத் தயங்கொளிசேர் வைகுந்தம்"
"அலந்தலமை செய்துழலு மையன்"
"ஓரெழுத் தோருருவானவனே"

IV. (1) Explain grammatically—

(a) தேதென in "தேதென்வென் றிசைபாடும்"

(b) How is the idea expressed in தேவாரம் ?

(2) ஓட்டத்து in "உடைக் தோட்டங் துனையடைத் தேன்"

(3) "வாளும்வரிவில்லும்வளையாழிகதை சங்கமவை யங்கமுடையான்." Give the proper names of these weapons and the reason why they are so called ?

V. (1) What is the meaning of the word தேவாரம் ?

(2) Is any other than the Hymns of அப்பர், சுந்தரர், and சம்பந்தர் so named with sufficient authority ?

(3) Can recent compositions of pious men be designated தேவாரம் or திருமொழி ? Give reason for your reply.

VI. Annotate—

"அரும்பித்தளையவிழ் நாண்மாலைமார்ப னரங்கனெங்
கள்
பெரும்பித்தனையும் பிறப்பறுத்தாண்ட பிரான்சித்த
ரேக்

தரும்பித்தளையுந் தராவும்பொன்னாக்கித்தருவெமப்பா
திரும்பித்தளையினு நெய்பாலமுதினுஞ் சிந்தனையே.”
“சிந்திக்கத் திதிக்குஞ் செவ்வாய் துவர்தருப்பாம்
புந்திக்குளேயின் புளிமேவு - நந்தம்
கருவரங்கங் கைத்தழலுங் காவிரியி னூடே
திருவரங்கத் தேவளருந் தேன்.”

VII. “தாளிரண்டும் பாரொன்றுந் தார்வாரும் வேர்வாரும்
வாளிரண்டுங் காதிரண்டில் வந்திமைக்கும் - கோளிர
ண்டும்
ஐவகைப் பூத மமைத்தரு ளரங்கர்
மைவளர் சோலை மலையிற்
தெய்வ மல்லளித் திருவுரு வினரே.”

(1) What is this metre called ?
(2) On what subject-matter is it ordinarily used ?
(3) Quote the rule for your reply from தொல்காப் பியம்.
(4) What is the துறை ?
(5) Give examples of this துறை from கோவையார் and சிந்தாமணி.

VIII “ஆரணங்காணென்பரந்தணர் * * *”
ஏரணங்காணென்பரெண்ண ரெழுத்தென்பரின்பு லவோர்”

(1) What light does this throw upon the passages “எண்ணெழுத்திகழேல்,” “எண்ணுமெழுத்துங் கண்ணெனத்தகும்,” “எண்ணென்பவேனை யெழுத்தென்பவிவ்விரண்டு - கண்ணென்ப வாழுமுயிர்க்கு” ?
(2) Give a similar passage from சிந்தாமணி.
(3) How are these passages interpreted by other writers ?
(4) State your view with your reason
(5) In what two ways is the word அந்தணர் derived.

IX திருவளர் தாமரை சீர்வளர் காவிகளீசர் தில்லைக்
குருவளர் பூங்குமிழ் கோங்குபைங்காந்தள் கொண்டோ
ங்குதெய்வ

மருங்களர்மாலையொர்வல்லியின்றெல்லி யணைகடைவாய்த்
திருவளர் காமன்றன் வென்றிக்கொடிபோன் றொளி
ர்கின்றதே."

(1) Give the different meanings of திரு, and say which was meant by the author, with your reason for the reply

(2) Is there any internal evidence in this verse to show that it was intended to convey a spiritual, in addition to the temporal interpretation ?

(3) What was the object of காட்சி in the spiritual construction ?

(4) Take another verse and substantiate that கோவையார் has twofold signification, one spiritual and the other temporal.

X (1) To what country did the ancestors of தாயுமானவர் belong, and how did his father and uncle come to வேதாரணியம் ?

(2) Show that தாயுமானவர் believed in விசிஷ்டாத்துவைதம்.

THURSDAY, 19TH JANUARY, 2 TO 5 P.M.

TELUGU : TEXT-BOOKS.

I. కావ్యస్వరూపం బేర్పడఁజెప్పి " తనరు గుణంబులు గుణములు ఘనవృత్తులు వృత్తులార &c.," అనుచో తాత్పర్యము వ్యక్తపఱిచి యావృత్తులనన్నిటిఁ బేర్కొని వానిలో ప్రధానమైన సూకదాని కుదాహరణము వ్రాయుము.

II. (1) నాలుగువిధంబులగు నాయకభేదంబులు చెప్పి వారికింగల తారతమ్యంబులంజూపి వానిలో నేదానినైనను లక్ష్యంబు వ్రాయుము ఇవి ప్రత్యేకము మరల ఎన్ని భేదంబులచేఁగన్పట్టును ?

(2) కావ్యగుణములలో కొన్ని దోషపరిహారకములగుటం జేసి గుణత్వమును పొందినవని కొందఱుచెప్పుదురు. అట్టివి రెండు మూడు చూపునది.

" నెలవంకతోడి వెన్నెలవంకగల సూటి నెలవంక రటాతాం

శునియలిఁ దెగడి"—దీనియందు ఏ గుణ ముదాహృతమయినట్టు చెప్పియున్నది ? దానికేమి నిర్వచనంబు వ్రాసియున్నది ?

III. (1) రసములకు,—విభావములు, అనుభావములు, సంచారీభావములు—ఎట్లు సంబంధించియున్నవి ? వీనికెన్నెన్ని భేదంబులు గలవు ? కరుణారౌద్రరసవర్ణంబులభేదంబు ఏ రత్నవర్ణంబుల భేదంబుతోఁ దుల్యంబగు ?

(2) వ్యంగ్యమగు సాదృశ్యముగల యర్థాలంకారముల మూటిని చెప్పి క్రింది పద్యములలోని యలంకారముల లక్షణసమన్వయము చేయుము.

(a) ధారాధరంబయ్యె నీకాంక్షయమనతవాహినికజీవనదమయ్యె ....నీబాహుయుగము.

(b) అని నీచాపఘనాఘనఘనము శరోత్కరము గురియఁగ పటాహితరాడ్వనితలకు నెట్టిచోద్యముయనువొందవు కంకణాంబులొబకునరసా.

IV. (1) నక్షత్రవర్ణనగాని లేక నెలసంజవర్ణనగాని యయాతిచరిత్రలో చెప్పినట్టు చెప్పుము.

(2) హిమాలయమును శివునితోను, పాలసముద్రమును కల్పవృక్షముతోను, సరిపోల్చి వ్రాయఁబడ్డ పద్యములనైనను లేక వాని తాత్పర్యమునైనను విశదముగా చెప్పుము.

(3) రావణాసురుదిగ్విజయములో "చని యంగలము వేసి చల్లార్చి యల్కతో జమునిచీరంజెల్లఁ జక్కఁబెట్టి &c.,"—అని దిక్పాలురను చెప్పినపుడు ఇంద్రుని మొదలుపెట్టి వరుసగా చెప్పక అగ్నిని మొదల్కొని చెప్పఁగారణంబేమి ?

V. (1) 'కడకడఁ జనుచండరుండు కందుచు నచటన్'—ఇచట కడకడ అనునది కట్టకడ అని యేల వ్రాయఁబడలేదు ? చం

మరుఁడు—ఏ ప్రకృతిలోనైన తద్భవపదము. మఱి యితర ప్రకృతిలో నుండి కాఁదగు దానితద్భవరూపమేది ?

(2) 'వేలుపుంబువుంబోండ్లు'—ఇచట మూఁడుచోట్ల పూర్ణానుస్వారముండుటకు న్యాయంబు తెలియఁబఱిచి వీనిలో నొకచోట పూర్ణమునకు అర్ధబిందు వుండనగునో యెచట నుండఁగూడదో చెప్పుము.

(3) 'పొక్కిలి తమ్మివాఁడు' 'తమ్మి పొక్కిటివేల్పు'—ఇవి యే సమాసములు ? ఇట్టివి సంస్కృతంబునంగలవా ?

(4) ఉలువ, ప్రాఁతచదువులు, పూవిలుకాండ్రు—వీనికి రూపాంతరములు వ్రాయుము.

VI. ఈ క్రింది పద్యమునకు దండాన్వయము వ్రాయుము.

కప్పఁగఁదోలున్గొప్పనఁజాలున్ గనువినుకులయొదికములగు సరులన్
దిప్పబిడారున్ద్రిప్పని తేరున్ దిరముగఁబడుపులదెలిపెడు తెల్విన్
గప్పగుతూపున్గొప్పగురూపున్ గడలినిదరువఁగఁగలిగినపుర్వున్
దప్పకయిచ్చున్నివ్వప్పగమెచ్చున్ దనునటుపాడఁగనఁదదవెవ్వరికిన్.

ఇది సరసిజవృత్తమని పుస్తకములో వ్రాసియున్నదిగదా యీ వృత్తమునకాపేరు సరియేనా ? కాదేని సరియైనపేరెద్ది ? ఈ పద్యమునకు లక్షణముచెప్పి ఏ యే పాదములలో గణములు సరిపడియున్నవో వేనిలోలేవో తెలియఁబఱిచి సవరించవలసినచోట సవరించి చూపుము. ఈ పద్యమందలి యతివిషయమై యేమివిశేషము ?

VII. (1) జయంతుఁడు, రాక్షసుఁడు,—వీనికి పుస్తకమందు ఏ యే తెలుఁగుపదములుపయోగింపఁబడ్డవో వానివ్రాయుము.

(2) మించురేవన్.—అచ్చ తెలుఁగుగ్రంథములో తకారముతోచేరినమాటప్రయోగింపఁబడుటకు ఏమైనన్యాయముకలదా?

(3) కనువినుకులు, బాసవాల్—వీనికి సరియైన తత్సమ

పదములను వ్రాసి, చనుపకము, కాదారిమూదారి, ఇర్లసోఁకు, జీర్ణ్ములు, దూతివదనికలు, చాళ్వేరింటిమగువ,—వీనికి అర్థము వ్రాయుము.

(4) పర్వతములలో ఏవేవి యే యే సందర్భములలో యయాతిచరిత్రలో ఉదాహరింపఁబడ్డవో చెప్పి వానికుపయోగింపఁబడ్డ తెలుఁగుమాటల నన్నిటిని వ్రాయుము.

VIII. అనుశాసనికపర్వములో,

(1) భీష్ముఁడు చెప్పిన గాంధర్వాది వివాహములఁ బేర్కొని వానిలో నేవి దూషితములో చెప్పి బ్రాహ్మణాది వర్ణస్థులు ఏయే జాతులలో ఎట్లెట్లు పరిణయము కావచ్చునో తెలుపుము.

(2) ఇట్లు పరిణయమగుటచేఁ బ్రసూతులైన సుతులకుఁ దండ్రిధనంబునందు భాగము ఎట్లు ఏర్పడవలయునని చెప్పియున్నాఁడు ?

(3) పరాశరమతముగా శూద్రుండనుష్ఠింపఁదగిన ధర్మంబులేవేవి ? సర్వజాతిసామాన్యధర్మంబు లెట్లుండవలయునని యీ ము నీశ్వరుండు వాక్రుచ్చె ?

(4) మాంసభక్షణమునుగుఱించి భీష్ముఁడు సిద్ధాంతీకరించినవిషయము చెప్పుము.

(5) విష్ణుదేవుఁడు గరుత్మంతునకుపదేశించిన యాత్మతత్త్వ ప్రకారము వ్రాయుము.

(6) ‘ ఇంద్రమతంగసంవాదము’ అని రెండుచోట్ల వేర్వేఱుగా వ్రాయఁబడ్డ సంగతులను విశదపఱిచి యేవిషయములను నిరూపించుటకయి యవి తేఁబడ్డవో సూచింపుము.

N.B.—ఈపై యాఱిటిలో నేవైన రెంటికిమాత్రమే యుత్తరములు వ్రాయవలయు.

IX. కరుణఁబోనిరో విధుని కాంతిసుధాబ్ధితరంగఁదెచ్చిరో ।
దరువొనరించిరో హరుజటాస్థలికిఁదొడవైనయట్టి ।

స్నరువునఁజేసిరోయన మనోజ్ఞసితచ్ఛవి నల్లనిల్లునం ।
దరతురగోత్తమంబుదవుదవ్వులఁగాంచిరి చారులోచనల్ ॥

ఈ పద్యమునకు తాత్పర్యము విశదముగా వ్రాయుము. కరువు 'అనునది మఱియే యర్థమంచు ఈ పుస్తకములోనే ప్రయోగింపఁబడ్డది ? ఈ పద్యమందలి యర్థాలంకారమును స్పష్టపఱుపుము.

X. (1) ప్రభులింగలీలలో చెప్పినరీతిగ బ్రహ్మ యుత్పత్తిని ప్రదర్శింపుచు సొకవంశవృక్షము వ్రాయుము. మాయయను స్త్రీ యెట్లు అవతరించెను ?

'ఉదకములో వనరుహపత్రమురీతి వర్తిలుచుండున్'
'నిప్పుం జెదలంట నేర్చునే యెందైనన్'
'మాడచెల్లదన్న మంచిదచూపక బచ్చునేరమెంచ వచ్చునెట్లు'

(2) ఈ సామెతలు ఏమేమి దృష్టాంతపఱుచుటకు ఏయే సందర్భములలో తేఁబడినవి ?

XI. (1) "యోగ్య । త్వనిరూఢులెల్ల కర్మం । బునకారసుఁడ &c.," ఇచట విశేషణము (ఎల్ల) బహుత్వమునుబోధింప విశేష్యము ఏకవచనంబున నుండనగునా ? దానింగూడ బహువచనముగ వ్రాసిన దోషమేమి ?

(2) 'సీసపత్త్రికిన్ వరవుడవై చరింపుము'—వరవుడు అనునది ఏవాచకము ? ఇట్టిది మఱి రెండు వ్రాయుము.

XII. (1) నన్నయభట్టు వ్రాసిన వ్యాకరణమునకు నన్నయభట్టీయము అను పేరుగాక యింకను ఏయే నామంబులుకలవు ? ఆయా నామములు ఎట్లు ఏర్పడె ? ఇందలి సూత్రములు ఏవృత్తములో వ్రాయబడ్డవి ? దీనికి టీకాదులు వ్రాసినవారెవరెవరు ? ఆవ్యాఖ్యానాదులపేర్లేవి ?

(2) నన్నయభట్టునకు పూర్వము వ్యాకరణకర్తలుండిరనుటకు నన్నయభట్టీయములో నేయంతర్నిదర్శనములుగలవు ?

(8) ‘అష్టభాషలఁ గావ్యంబుఁగూర్చు’—అష్టభాషలు ఏవేవి ? వానికి పరస్పరసంబంధమెట్లు ?

XIII. ఈ క్రింది సూత్రములకు అర్థము వ్రాసి యుదాహరణములు చూపుము. మూడవదానియందు న వర్ణకమువలన ప్రయోజనమేమి ? నాలవది ప్రవర్తింపనిచోట్లు ఏవి ?

(1) దీర్ఘాణాంహ్రాస్వస్స్యాన్న చ దేశ్యపదే న చైవ కర్తేపి.

(2) స్తోతావాహైనావో స్త్రీ వద్గ్లార్యాభదివోస్తుజౌయత్రత్.

(3) కర్మాదేః కర్తృత్వం ప్రథమా చ న వర్ణకశ్చ తద్వత్స్యాత్.

(4) నలదాదేరన్తరుతశ్చాస్యైషాఞ్చ ప్రయోగమహితానామ్.

FRIDAY, 20TH JANUARY, 10 A.M. TO 1 P.M.

TAMIL: TRANSLATION.

I. Translate into English :—

(1) அறிவின்மை யின்மையு ளின்மை பிறிதின்மை
யின்மையா வையா துலகு.

(2) ஒற்றொற்றித் தந்த பொருளையு மற்றுமோ
ரொற்றினா லொற்றிக்கொளல்.

(3) எழுந்து வான்முக டிடித்துகப் படுப்பவென்றி
வரும்
உழுந்துபேர்வுழீஇத் திசைதிரிந் திறுப்பவென்
றுறுக்கும்
விழுந்து பாரினை வேரொடு பறிப்பவென்றே
ரும்
அழுந்துமிச்சர மெய்தவனார்கொலென் றயிர்க்
கும்.

(4) பேதமானதுவங்கேளாய்பேராலுமிடங்களாலு
மோதருமுபாதியாலு முடலாலு முணர்வினாலும்
பாதலம விசும்புபோலப் பலதூரமகன்றுநிற்பா

ராதலா லிவர்க்கெந்நாளு மயிக்கியமென்பது
கூடாதே.

(5) மதித்திறப்பாரு மிறக்கமதியா
மிதித்திறப்பாரு மிறக்க - மிதித்தேறி
ஈயுந்தலைமே லிருத்தலா லஃதறிவார்
காயுங் கதமின்மை நன்று.

(6) அன்றையிலும் வையமகன்றதோ வல்லவென்று
குன்றெடுத்து நீ திருத்திக் கொண்டாயோ - என்
றும்
அடைந்தாரைக் காக்கு மகளங்காதுங்கா
நடந்தாயே நாலாறடி.

(7) தமக்குரிய வொழுக்கத்தின்கண்ணே நின்றுதுறத்தலாவது,—தத்தம் வருணத்திற்கு நிலைமைக்குமுரிய வொழுக்கங்களை வழுவாதொழுக வறம்வளரும்; அறம் வளரப் பாவந்தேயும்; பாவந்தேய வறியாமை நீங்கும்; அறியாமை நீங்க நித்த வநித்தங்களது வேறுபாட்டுணர்வு மழிதன் மாலையவாய விம்மை மறுமை யின்பங்களினுவர்ப்பும் பிறவித்துன்பங்களுந் தோன்றும்; அவை தோன்ற வீட்டின்கணாசையுண்டாம்; அஃதுண்டாகப் பிறவிக்குக் காரணமாகிய பயனில் முயற்சிகளெல்லா நீங்கி வீட்டிற்குக் காரணமாகிய யோகமுயற்சியுண்டாம்; அஃதுண்டாக மெய்யுணர்வு பிறந்து புறப்பற்றாகிய வெனதென்பது மகப்பற்றாகிய யானென்பதும் விடும், ஆகலான், இவ்விரண்டுபெற்றையு மிம்முறையே யுவர்த்து விடுதலெனக்கொள்க.

(8) சுராசுரர் முயன்ற தவத்தாலும் பலத்தாலும் இக்ஷ்வாகு குல மருமானாகத்தோன்றி, முசுகுந்தனெனத் திருநாமங்கொண் டிந்திரனுக் கிந்திரனென வீற்றிருக்கையில் விடந்திரண்டன்னமேனியராய வசுரர், சக்கரம், உலக்கை, வாள், சூலம், ஆகிய விவ்வாயுதங்களைக் கொண்டு யுகாந்தகாலத்திலெழு மேகமெனத் திரண்ட சனிபோலுரப்பி, வானில் வந்து புலவருடன் மலைய, அவர்க்கு நேர் நில்லா

தவராய் வானோர் இந்திரனுடன் போந்து, குவிந்த கோகன
கம் போன்ற கையராகி, யம்முசுகுந்தனைத் துதித்துக் குறை
யிரப்ப, தனக்குப் பகையெங்கு மின்மையாற்றினவுறு முழ
வுத்தோளினன் களிப்புடன் மாகமேகிப் போர்புரிந்து, அவ்
வசுரர் தம்முயிர்களை யுண்ண நசையுறுங் கூற்றின் வயிறாரக்
கொடுத்து, குமரக்கடவுள் தேவர்சேனாதிபதியாய் வருகா
றும் வானுலகைக் காத்திருந்தனன். இந்திராதிதேவர் தனு
விலுறும் பிணி நீங்கினாற்போன் மனமகிழ்ந்து சக்கரவர்த்தி
யை நோக்கி, நினக்குவேண்டும் வரனைப் பெறுவாயென்ற
லும், முசுகுந்தன் அவ்விண்ணவரை வணங்கி யாதுங் குறை
விலேன்; அநேக வாண்டிச்சமரத்தில் நான் வருந்தினமை
யா லெண்ணிறந்தகால முறங்க வருண்மினென, இந்திராதி
யர் இறையைநோக்கி, அவ்வாறு துயில்வாயென்றும், நின்
னைத் தூக்கத்தினின்று மெழுப்புகிறவன் யாவனோ வவன்
நீறாவானென்றும் வரனும் விடையுங்கொடுத்தனர். தரா
பதி தரணியின்கண் வந்து, வான்குறுக வுயர்ந்திரானின்ற
வோர் மலையின்குகையைச்சார்ந்து துயிலலாயினன். அ
வ்வாறவனிருக்க, பக்தர் பாவங்களை யரிக்குந் தன்மையால்
ஸ்ரீஹரியெனத் திருநாமங்கொண்டவனாதமிசமான கண்ண
பிரான் வட மதுரையி லெழுந்தருளியிருக்குங்காலை, மகா
வீரனான காலயவனனென்ற மிலேச்சன் வந்து, யோகிகள்
தியானத்துக்கு மெட்டாத வொருவன் புலையனாகிய நங்கை
க்குக் கிட்டுவனோவென வெண்ணாது, அறிவின் சிறுமையாற்
சுவாமியைப் பிடிப்பான் றுரத்தினன். லீலாவினோதனுங்
கபடநாடக சூத்திரதாரியுமான ஆயர்குலக்கொழுந்து அம்
மிலேச்சனகையி லகப்படுகிறவன்போலக் கிட்டியு மெட்
டியுமோடி, சீவனறியாதச் சீவனுள்ளேயே தான் மறைந்திரு
ப்பதுபோலக் காலயவனனறியா தம்முசுகுந்தன் றுயிலுமு
ழையிற் கரந்தனன். சீவர் தமதுள்ளிருக்கும் பரமான்மா
வை யறியாது புறத்து நாடி யுழல்வதுபோல, மிலேச்சனான
வன் முசுகுந்தன் றுயிலு நிகுஞ்சத்தினுண் முகுந்தன் மறை

ந்திருப்பதை யறியாது, மலையின் புறத்துத் தேடி முழையி
னுட் புகுந்து, மோக்கத்துக் கீடான தூக்கத்திலிருந்த மனன
ர்மன்னனைப்பார்த்து, கான பின்னடைய விறைவாய் முன்
னோடிவந்த தேவகீ மைந்தனே யொன்றுமறியாதவனைப்
போலத் தூங்குகின்றவனும் பாவனை புரிகின்றனனெனச்
சினந்து, மலைமுழைபோன்று புலானாறும் வாயாலும், பனை
போன்ற கையாலும் பிழைத்தல்செய்தான்.

FRIDAY, 20TH JANUARY, 2 TO 5 P.M.

TAMIL: TRANSLATION.

Translate into Tamil:

(1) 'Is this the region, this the soil, the clime,'
Said then the lost Archangel; 'this the seat
That we must change for Heav'n? This mournful gloom
For that celestial light? Be it so, since he
Who now is Sovran can dispose and bid
What shall be right: farthest from him is best,
Whom reason hath equall'd, force hath made supreme
Above his equals. Farewell happy fields
Where joy for ever dwells; hail horrors, hail
Infernal world, and thou profoundest Hell
Receive thy new possessor; one who brings
A mind not to be chang'd by place or time.
The mind is its own place, and in itself
Can make a Heav'n of Hell, a Hell of Heav'n.
What matter where, if I be still the same,
And what I should be, all but less than he
Whom thunder hath made greater? Here at least
We shall be free; th' Almighty hath not built
Here for his envy, will not drive us hence;
Here we may reign secure, and in my choice
To reign is worth ambition though in Hell;
Better to reign in Hell, than serve in Heav'n.'

(2) In my last paper I pointed out how emphatically life was a Battle. I now take up the next and most natural question--Who will give me aid in that unavoidable battle? All of you, or nearly all, have friends who love you, and who are following your career with anxious solicitude Even the orphan boy, the lonely one, has the memory of those who are gone to aid him, and the desire to keep his name unsullied. He has home-love, or precious memories. And those who have not these dear ones to love them "still fondly keep some cherished memory." Thus you have the conviction that

you must win in your life-battle, or you will bring some grey hairs 'in sorrow to the grave," or sully some holy memory. You are aided, then, by this love or memory.

Perhaps in addition to this home-love or memory, you may have some one nearer and dearer, some valued companion whose good opinion you cherish. The thought of these—of their sorrow if you fall away from goodness—will aid you. If a temptation is growing upon you, you will call up the faces of these dear ones, and they will aid you to fight your battle.

The spirit of emulation rises within you: you have read great books; you have felt your hearts throbbing with excitement as you have read of great deeds; the names of heroes are on your lips; the story of their lofty bravery and endurance thrills your souls; you see how they suffered and were strong; how they fought and conquered; and you say, with a lofty courage, "what man has done man may do;" these were only men like me. I can be like them; and the flood-tide of noble emulation swells in your souls, and you are aided in your battle

(3) At length the orator concluded. Raising his voice till the old arches of Irish oak resounded, "Therefore," said he, "hath it with all confidence been ordered, by the Commons of Great Briton, that I impeach Warren Hastings of high crimes and misdemeanours. I impeach him in the name of the Commons' House of Parliament, whose trust he has betrayed. I impeach him in the name of the English nation, whose ancient honor he has sullied. I impeach him in the name of the people of India, whose rights he has trodden under foot, and whose country he has turned into a desert. Lastly, in the name of human nature itself, in the name of both sexes, in the name of every age, in the name of every rank, I impeach the common enemy and oppressor of all"

(4) As a Poet, Moore's compositions are characterised by a refined elegance of sentiment, and a correspondent happiness of expression. But his greatest recommendation is the purity which pervades his writings, and the apparent tendency of them to promote morality and virtue. His Fables, the most popular of all his works, are equal to the best compositions of that kind in our language. In the freedom and ease of the versification, in the forcibleness of the moral, and in the poignancy of the satire, they approach nearer to the manner of Gay than any of the numerous imitations of that popular fabulist. In poetical spirit, beautiful imagery, and harmony of numbers, they possess an unquestionable superiority. They have not only great merit of the moral kind, but they delight us as a just picture of human life.

(5) On what foundation stands the warrior's pride,
How just his hopes, let Swedish Charles decide;
His fall was destined to a barren strand,
A petty fortress, and a dubious hand;
He left the name, at which the world grew pale,
To point a moral, or adorn a tale

SATURDAY, 21ST JANUARY, 10 A.M. TO 1 P.M.

HISTORY OF TAMIL LITERATURE.

I. What is meant by the Literature of a nation ? What is a history of Literature intended to deal with, *first* for those who come quite fresh to the subject as critics, and *secondly* for those who are mere students of Literature ?

II. Name an ancient Tamil writer that has left us any account of the origin and growth of the *Sangam* and the Bench of Tamil Poets at Madura. Give, according to that authority, the following particulars in a tabular form concerning each of the *Sangam* periods of Tamil Literature :—

Name of each *Sangam* and the period it lasted.	Number of *Sangattar* and the total number of recognised Poets during each period.	Number of Pandyan kings that reigned during each period and the number that patronised learning.	The ancient Treatise on Tamil Grammar recognised in each *Sangam* period.

III. Under what three designations is Agastya said to have classed all Tamil poetry ? Mention the principal works of each Sangam period under these three classes.

IV. When was the old Tamil prose (கத்தியபாகம்) style begun to be employed, and to what class of works was it chiefly devoted ? Name two prose works of the last *Sangam* period.

V. Did any of the Tamil poets show a taste for historical composition ? What works contain some scattered account of the Chola and Pandyan kings ?

VI Narrate briefly the manner in which the last *Sangattar* at Madura came to a sudden end.

VII Mention, as concisely as you can, for what each of the following authors is noted in Tamil Literature :—மாணிக்கவாசகர் - இளங்கோவடிகள் - நம்மாழ்வார் - பவணந்தி - திருஞானசம்பந்தர் - மண்டலபுருஷர் - ஒட்டக்கூத்தன் - அமிர்தசாகரர் - மெய்கண்டதேவர் - ஆளவந்தார்.

VIII. Name the best works you know of, in any four of the following phases of poetical composition in Tamil, mentioning in each case the name of the author and the subject-matter, in the subjoined

form :— கலிப்பா - விருத்தப்பா - பிள்ளைத்தமிழ் - அந்தாதி - வண்ணம் - அகவல் - உலா - பரணி :—

செய்யுள் வகை.	சிறந்த நூல்.	செய்தவர் பெயர்.	விஷயம்.

IX. Describe the influence which the settlement of the *Shamanas* in Southern India had on the Tamil language. Was the author of " Jívaka Chintámani" one of this sect? What is his name? Why is he called the " Prince of Poets"? State briefly the plan of his work.

X. Give the approximate date of the Prabandha literature and name the Prabandhas composed during the last *Sangam* period and their respective authors.

XI. Name any well-known poems of modern times in which யமகம், சிலேடை and other feats of expression are carried to a great height. Mention their authors and the approximate date of publication and the subject-matter of each.

XII. What was the original of (1) Kamban's இராமாயணம், (2) நைடதம், and (3) திருவிளையாடல்? How far do these Tamil poems keep touch with the original, and in what respects do their authors wander, adding and substituting at pleasure?

XIII. (1) What is the purport of each of the following extracts? Name the author of each, and explain the allusions involved :—

(*a*) "இன்றைக்கோ எங்கவிதை எற்குநாள்."

(*b*) "உண்டோகுரங்கேற்றுக்கொள்ளாதகொம்பு.'

(*c*) "சேய்மொழியோ தாய்மொழியோ செப்பிலிர
ண்டு மொன்றே
வாய்மொழியை யாரு மறையென்பர்."

(*d*) "திருவவாசகம் திருக்கோவையார் திருக்குறள்
மூன்றினும்
முழங்கும் யாண்டினும் இலையேல்
வடமொழி வெளிபெற வழங்குமென்ப."

(2) Whence is the last passage taken? Who were the authors of the first two works named in it, and what does each work treat of?

XIV. State what you know concerning the parentage of ஔவையார், and name her contemporaries. Compare her mode of life with that of another poetess காரைக்காலம்மையார். Quote the தனிப்பாடல் in which ஔவையார் speaks in defence of her own sex

XV When did மாணிக்கவாசகர் and தாயுமானவர் live? How came they to bear these names? What praise do Christian critics award to the sacred poetry of the latter? What is your estimate of this praise when viewed by the light of the sacred poetry of the former?

B.L. DEGREE EXAMINATION, 1888.

MONDAY, 16TH JANUARY, 10 A.M. TO 1 P.M.

LAW OF EVIDENCE.

I. It has been said that "rules of evidence are fetters on justice." Discuss the arguments for and against this opinion. What is your own view, and why have you adopted it ?

II. When and how may a witness be discredited or contradicted ?

III. It is proposed on the part of the prosecution to prove in the course of the trial that the prisoner has been convicted on previous occasions. Can this be done under Indian Law ? Discuss the principle of the law on the subject, and state the arguments for and against your answer to this question.

IV. What are the general rules governing the admissibility of oral evidence to affect written instruments ?

The plaintiff chartered a ship from the defendant, who was described in the charter party as "agent for the owner." The owner's name was not disclosed in the charter party, but was verbally mentioned before the charter party was signed. Is oral evidence admissible to prove that the defendant was not personally liable ?

V. In a suit for breach of contract against a Railway Company an affidavit of documents was filed on behalf of the Company in which objections were stated to the production of the Proceedings book of the Directors, and of correspondence between the Manager and (1) a station master who had been getting up evidence, and (2) a person employed as Agent for the Company, with regard to the contract in question · objections to the production of other documents were taken on the ground that they related solely to the case of the defendants and not to that of the plaintiff

Can the Company be compelled to give the plaintiff access to these documents or any of them ?

VI. (1 In a deed executed by A and B assigning certain bonds to A it was recited that A had advanced certain money to B on security of the bonds, and had agreed to make further advances In a suit between A and B, is B estopped from denying that the money had been advanced by A to him on security of the bonds ?

(2) A French court delivered a judgment by which the sale of a chattel (a British ship then lying in a French port), the property of A an Englishman, was ordered. B became the purchaser In a suit between A and B, is A estopped from impeaching the sale to B as illegal ?

State the law which governs these cases, and give reasons for your answers

VII. What is secondary evidence of a document, and when is it admissible?

In a suit of 1850, a written agreement was filed of which A, the plaintiff, obtained a certified copy which was subsequently lost, A however having made a copy of it. The document was returned to the attorney of B, the defendant. In a suit of 1887, A desires to make use of the agreement, and tenders his copy in evidence. Can it be admitted?

VIII. A is being tried for theft of a jewel. May the following facts be proved against him under any, and if so, what circumstances, and why?

(1) A's master told him he had better confess and he did so.

(2) B had said A and I stole the jewel.

(3) A had confessed to a policeman and shown him the jewel in B's house.

(4) The complainant gave A drink and he got drunk and confessed.

(5) A wrote a letter to an attorney about his defence, and the letter was intercepted and found to contain an admission of guilt.

IX. What are the principles underlying the provisions of the Evidence Act with regard to "professional communications?"

Can barristers, vakils who have not accepted vakalats, doctors, or public servants be compelled under any, and if so, what circumstances, to disclose communications made to them as lawyers, doctors, or public servants?

MONDAY, 16TH JANUARY, 2 TO 5 P.M.

CONTRACTS.

I. A desired to go to Bellary, and having made his arrangements on the faith of the authorised time tables, applied in due time for a ticket to Bellary by a train advertised in those tables as running to Bellary at 6 p m., and offered the proper fare. The booking clerk refused to issue the ticket for the reason that the 6 p.m. train no longer went to Bellary, consequently A was obliged to stop in Madras and incurred loss. Can A sue the Railway Company for a breach of contract? Discuss the applicability to such a case, of the terms used and defined in the Contract Act

II. Goods were shipped to a foreign port under bills of lading making the goods deliverable to the shipper or his assigns. After the goods had arrived and been warehoused the shipper indorsed the bills of lading in blank and deposited them with the endorsees as security for a loan Can the shipowner recover the freight in an action against the endorsees? State the arguments on both sides of the question, and the opinion which you have formed.

III (1) A at Madura borrowed money from B at Madras for the purpose of gambling with it Can B recover the amount lent in an action against A ? (2) A was employed by B to make bets for him on a horse race at Madura. The bets were made, as agreed, in A's name. The bets were lost and B refused to pay A, however, paid the amount to save himself from being discredited. Can A recover the amount paid in an action against B ? Give reasons for your answers

IV. How is the right of stoppage in transitu exercised, and under what circumstances does it cease to exist ? Have the sellers got the right to stop in transit under the following circumstances :—

A & Co sold goods to B & Co, who were to pay either in cash subject to discount or in acceptances at six months at the option of the sellers A & Co delivered the goods on board a ship chosen by B & Co and took receipts from the mate; and then drew for the price on B & Co, who accepted the bill. B & Co became insolvent while the goods were at sea ?

V. Can unascertained and non-existent goods be the subject of sale ?

A, a ship builder, contracted to sell to B for a stated price a vessel which was then being built in A's yard. Under the terms of the contract B paid a part of the price at once and two further instalments when the ship was timbered and when she was decked Before the completion of the ship, when the balance of the price was to have been paid, A became insolvent. Explain and discuss the rights, if any, of A against B's assignee.

VI. How is a contract of indemnity defined in the Contract Act ? Under what circumstances is a surety discharged from liability under such a contract ?

A bank opened a cash credit for A on the guarantee of B; the cash credit was applied to pay off an old debt of B to the bank Is A liable on his guarantee ?

VII. State and discuss the most important points of divergence between the Indian Contract Act and the English Law of Contracts. Four instances will suffice

VIII. State and compare the contracts that are implied on the sale of (1) goods and (2) land

IX Under what circumstances will the Court decree specific performance of contracts ? What other relief (besides a decree for damages) can the Court grant to a contracting party in respect of the contract ?

TUESDAY, 17TH JANUARY, 10 A.M TO 1 P.M

TORTS.

I Explain the following expressions :—
(1) "Profits a prendre."
(2) "Son assault demesne."

(3) "Scienter."
(4) "Action on the case."
(5) "Disturbance of common."
(6) "Disturbance of market."
(7) "A several fishery."

II. When and under what circumstance or circumstances, if at all, can a third party sue or be sued in respect of a breach of contract between two other persons? Cite cases in support of your answer.

III. (1) What are the essential elements in the constitution of "wrongful conversion"?

(2) Can trover lie against a person (a) who was never in possession, or (b) who is the owner of the goods? If so, when? Give examples.

(3) In an action of trespass, (a) state with reasons, under what circumstance or circumstances, if at all, will the plea of jus tertii prevail or fail; (b) and also mention what other defence or defences may be available.

IV. In an action of deceit, explain the liability, if any, of a principal in respect of a representation voluntarily made by his agent, stating the grounds for the existence or non-existence of any liability:—

(1) where the representation is false within the knowledge of the principal but not of the agent;

(2) where the representation is false within the knowledge of the agent but not of the principal.

V. A desires to have a patent for a kind of gun. What facts must he establish in order to entitle himself to obtain the patent? State and discuss how far does a patentee's right under a patent avail against the crown.

VI. A applied to B to be employed in the domestic service of B, there being, however, no vacancy at the time. B enquired after the welfare of C, a relation of A. A fearing that C would be given the preference over himself, falsely represented that he had seen C a year ago suffering from some loathsome, contagious disease, and that he did not ever since approach him, and that consequently he could not give the information. C sues A for damages in respect of the false imputation. Is C entitled to succeed? Give reasons.

VII. A being in needy circumstances is received by his generous friend B, to live permanently with him in his own house. C, a relation of A, makes a vast bequest by his will and testament in favour of A. D becoming jealous of A maliciously makes false representations to C regarding the character of A. C, believing in the statements, revokes the will and makes another whereby he bequeaths to D what was formerly given to A. Some time after, C dies, informing B as to what he had heard about A from D. B in consequence expels A from his (B's) house. A sues D for damages.

Under the circumstances stated above, will A succeed or fail, and for what reason or reasons?

VIII. A raises an obstruction on a public road. In consequence of the obstruction B, an officer of Court, is unexpectedly stopped and is compelled to take a very troublesome and circuitous route, by reason of which he is not able to attend the Court in time, and is heavily fined for late attendance. C, a cultivator, is unable to get at his field, there being no other way leading to it, and his crops in consequence wither away. D, as also a thousand other persons living in the same street with him, is unable to get to his house in consequence of the obstruction, and he therefore suffers in health B, C, D, sue A for damages. Are they respectively entitled to succeed? Give reasons.

IX. A rides his horse on a public road at a reckless speed. B and C are fighting on the road A sees them at a good distance, but does not slacken the speed, believing that they would move out of the way as the horse approached But B and C being drunk and in each other's hold do not move A discovers their helpless condition too late, and when within a few yards of them. In spite of A's best endeavours to pull up the animal, it passes over B, who in consequence is severely injured B sues A for damages. Is B entitled to succeed? Give reasons

X. A buys a vicious horse, of which he had no previous experience, and on the very next day he takes the horse to a much frequented road in order to try his new purchase. The horse gets restless and runs away with A. In spite of A's best endeavours to restrain the animal, B is run over and seriously injured. B sues A for damages Is B entitled to succeed? State reasons.

TUESDAY, 17TH JANUARY, 2 TO 5 P M.

CRIMINAL LAW

I. (1) Define (*a*) "Thug," (*b*) "Mischief," (*c*) "Fabrication of false evidence," (*d*) "Force," (*e*) "Stolen property," (*f*) Criminal breach of trust."

(2) State in what case or cases do (*a*) the time and (*b*) place of commission of the offence, and (*c*) the number of persons that commit the offence, respectively, form an essential ingredient in the constitution of the offence.

II. In what class or classes of cases, and to what extent, and subject to what limitation or limitations, is a want or defect of the will a ground of exemption from punishment under the provisions of the Indian Penal Code?

III. In what class or classes of cases does the Indian Penal Code come in aid of the Civil Law in enforcement of contractual obligations by providing penalties against any infringement thereof, and what is the ground of its intervention?

IV. (1) Under what circumstance or circumstances, if at all, will an imputation regarding a deceased person be criminal?

(2) Against a charge for defamation, to what extent, if at all, will the defence avail that the imputation complained of is true in point of fact?

(3) Compare the English law with that of India as regards the legal basis on which the offence of defamation is founded, and state, with reasons, your own opinion regarding the relative merits of the same.

V. (1) Supposing a private individual should coin a Rupee with intent to utter it, using as good and fine a metal, and of the same weight as the rupee of the Queen's coin, would such an act be penal; and, if so, what do you conceive to be the legal basis on which the act is made a crime?

(2) Mention, with reference to the provisions of the Penal Code, what is the obligation, if any, of one State to another respecting the protection of coin, and what you consider to be the ground of such obligation?

(3) A having bought a number of counterfeit Rupees, gives (*a*) one in charity to B, simply stating that he may have what he can get for it, and (*b*) another to C, as his hire for committing a theft at the instance of A, B and C not knowing that what they received was counterfeit coin. Has A committed any and what offence? Give reasons.

VI. A large number of persons concerted measures respecting a dacoity to be committed in the house of X, and the several parts to be taken by them in the transaction. In pursuance of the arrangements made, A and B were posted in different directions near two police stations respectively, situated at the distance of half a mile from the house of X, with the intention that they should give the alarm by blowing bugles, should they find the police moving in the direction of the house of X. C, in fulfilment of the only part he assented to, and which he agreed to take in the transaction, was posted with his followers at a third point at the same distance from the house, for the purpose of carrying away and securing the booty. D, E, F. at the head of a large gang proceeded to the house of X, and seized his property. D, in stripping the jewels from the person of the child of X, cut off one of its hands, and in consequence the child died. E committed rape on the wife of X. A, finding that only a single constable was moving towards the house of X, succeeded in tying him down to a tree, and so he gave no alarm. B, owing to excessive drink, became insensible and gave no alarm, so that the constables of the station near which B was posted succeeded in proceeding to the scene of offence and taking the gang by surprise. On the appearance of the constables the dacoits ran off in different directions, and in attempting to escape from being arrested F maimed one of the constables. The whole gang was, however, arrested except one of its number, who in the confusion slipped away with some of the booty and succeeded in reaching the place

2-D

where C was posted. C, on being told what had happened to the gang, refused to carry away or secure the property which was offered to him for that purpose, and ran away with his followers.

(1) Classify A to F according to English Law as principals or accessories of various degrees and classes with reference to the part taken by them as above described. State the grounds of this classification.

(2) Of what offence or offences are A to F respectively liable to be convicted under the Penal Code? Give reasons.

VII (1) A and B on a sudden quarrel began to fight with swords C and D intervened to separate them. The stroke which A aimed at B fell on C and killed him. D endeavoured to snatch away the sword from B, which B resisted, and in the struggle D received a deep cut in his hand, while B's ear was cut off. What offence or offences, if any, have A, B and D respectively committed? State reasons.

(2) A administers poison to a child sufficient in quantity and quality to kill the child, but only after some time and if proper medical treatment were not resorted to. Subsequently, B, a thief, finding the child playing about in the street, carries it away, kills and buries it after removing the jewels from its person. Have A and B committed any, and what, offence or offences? Give reasons.

(3) A committed adultery with B, the wife of C, who was absent in a distant country. B believed, as A also did, that she had conceived, while in point of fact there was no conception. B requested A to procure for her some poisonous drug for causing miscarriage, and threatened A that if he did not so procure the drug, or if he should divulge her intent, she would destroy herself. A believed in the threat, and procured the drug and gave it to B, requesting that she might still change her mind. A did not see B again. B took an overdose of the poison and died. Has A committed any, and what offence or offences? Give reasons.

VIII. (1) A, a robber, waylays B while passing on a highway, and holding out his pistol to B, bids him do as told. B is then asked to walk into a jungle by the side of the road, A following him with the pistol in his hands. A tells B to throw all the property which B was carrying into a well, from which A thought of removing the property at his convenience. Has A committed any, and what offence or offences? State reasons.

(2) A waylays B and with threats of causing death compels B to give up a purse containing money. B begs that he may be allowed to have back the purse when empty. A gives back the purse to B, directing him to empty the contents into his (A's) cloth. Before B could open the purse A sees other persons approaching and runs away. Has A committed any, and what offence or offences? State reasons.

(3) B hands a jewel to A, offering to sell it. A, looking at the jewel, resolves to keep it to himself, and puts it into his pocket. B demands back the jewel or the money. A, pointing to his dagger, replies that if such demand was made again B would get nothing but

cold steel in return. B is frightened, and consequently allows A to run away with the jewel. Has A committed any, and what offence or offences? Give reasons.

IX. (1) A goes to B's shop. B shows bits of different sorts of cloth as samples. A selects one of them and requests B to give 10 yds. of that sample. B cuts and packs up and delivers cloth of an inferior kind not worth half the price paid

(2) A is requested by B to advance a certain sum of money on the pledge of a chain which B wilfully misrepresented to be silver, but which was not silver but some base metal A applies some crude test in which he believes, and the metal stands the test. A, not placing any reliance on the representation of B, but upon the confidence he had in his own test, advances the money.

(3) B falsely represents himself to be an intimate friend of A, who was prosecuting his studies at a place different from that where his father C was living. B requests C to give him 10 Rupees, falsely alleging that he was sent by A to fetch the sum as A was in need of purchasing some books. C, stating that he had just then made a remittance for the purpose, hands over to B some jewels of immense value and requests B to deliver them up to A. B walks away with the jewels and keeps them for himself.

In the above-mentioned cases has B committed any, and what offence or offences? Give reasons. State whether the application of the English Law would make any, and what difference, in all or any of those cases.

WEDNESDAY, 18TH JANUARY, 10 A.M. TO 1 P.M.

PROCEDURE.

I. Of what classes of cases against Government are the Municipal Courts of British India debarred from taking cognizance? Set forth the title of a plaint in a suit instituted by a private individual against Government.

II. What is the general rule laid down in the Code as to the joinder of defendants in an action?

Plaintiff purchased certain property from the second defendant, and on coming into possession sued the first defendant (a tenant) for arrears of rent due, who pleaded payment in advance to the second defendant Plaintiff thereupon sued both defendants for recovery of rent in the alternative, as it might turn out that first defendant's plea of payment was true or not. Could a Court grant relief in a suit so framed?

III. Plaintiff in a suit for possession of immoveable property obtained a decree for possession thereof, and in execution of that decree actually got possession. That decree was reversed on appeal by the defendant, but the decree of the Appellate Court was silent in respect of the mesne profits which plaintiff had received when in

possession. The defendant wishes to recover these mesne profits. How would you advise him to proceed, and state whether, in your opinion, more remedies than one are open to him?

IV. In what cases may decrees be altered at the request of the parties?

V. How far are Courts precluded by Act XIV of 1882 from recognising adjustment of decrees out of Court?

VI Under what circumstances may a question be *referred* for decision by the High Court?

A Munsiff holding that he had no jurisdiction to entertain a particular suit returned the plaint for presentation in the proper Court. Plaintiff appealed to the District Court, and the Judge having doubts on the question of jurisdiction, referred the matter to the High Court. Could the High Court entertain the reference?

VII. A Second Class Magistrate finds that the production of (1) a document in the Collector's office, (2) a letter in the possession of the Post Office, are necessary for the purposes of a trial before him. How should he proceed to secure their production?

VIII State accurately the limitations under which appeals from acquittals are allowed by Act X. of 1882. Within what time must such appeals be preferred?

IX. In what cases are Civil Courts invested with Magisterial powers by the Code of Criminal Procedure?

X. Several persons are jointly accused before a Magistrate of housebreaking by night. The prosecution alleges that A was also implicated in the crime, and that he has absconded. Can the magistrate record the depositions of the prosecution witnesses against A, and can depositions so recorded be put in evidence against A on his arrest?

THURSDAY, 19TH JANUARY, 10 A.M. TO 1 P.M.

EQUITY JURISPRUDENCE.

I What are the constituents of a valid trust?

II What is the doctrine of (1) cypres as applied to charitable trusts, (2) resulting trusts.

III. Briefly state what the powers and duties of a trustee are.

IV Enumerate and define the various kind of legacies, and state the law applicable to each of them.

V (1) Trace the history of the law of Mortgages.

(2) Enumerate and explain the different kinds of Mortgages recognized by law.

VI. In what cases, and to what extent does the law give relief against penalties and forfeitures?

VII. Is a married woman bound to maintain her husband out of her separate property (1) according to English law, (2) according to Hindu law

VIII. In what cases and to what extent will courts of equity remedy defects in the execution of a power?

IX. (1) In what cases will a court decree specific performance of a contract relating to personal chattels?

(2) What are the defences that a man may set up when a suit is instituted against him for specific performance?

X. What is the law relating to copyright?

XI. What is the writ of 'Ne Exeat Regno,' in what cases is it issued now, and is there any procedure in India which corresponds to it?

XII Distinguish between waste and trespass.

TUESDAY, 19TH JANUARY, 2 TO 5 P.M.

HINDU AND MUHAMMEDAN LAW.

I. State briefly in what respects the Daya Bhaga differs from the Mitatchara.

II. To what extent, and subject to what limitations, is custom valid where it differs from the general Hindu law?

III. What are the prohibited degrees of affinity within which persons cannot marry according to Hindu law?

IV. (1) What interpretation has been put on the text that the boy to be taken in adoption should be the reflection of a son, and discuss the correctness of the interpretation?

(2) Can a minor adopt a son?

(3) How far does acquiescence preclude a man from disputing the validity of an adoption?

V. (1) Who are coparceners in an undivided Hindu family?

(2) In what cases are the gains of science held to be joint family property?

VI. In what cases, and to what extent, are persons who take by survivorship the share of a deceased coparcener liable for his debts?

VII. What classes of persons are entitled to claim maintenance in a Hindu family, and on what principle is the amount of maintenance to be given settled?

VIII. What is the position of females under the different systems of Hindu law so far as the right to inherit property is concerned?

IX. What is the position of an illegitimate son to inherit property as against the widow of the deceased?

X. Name the class of persons who, according to Muhammedan

law (1) have no specific share assigned to them, (2) are entitled to a share in all cases.

XI. Enumerate the different kinds of distant kindred according to Muhammedan law.

XII. What is the position of posthumous children to inherit property according to the Hindu and Muhammedan laws?

GENERAL JURISPRUDENCE.

FRIDAY, 20TH JANUARY, 10 A.M. TO 1 P.M.

I. Distinguish between Public and Private Law, and state what subjects are included in the former title.

II. How does Thibaut qualify the assertion that everything done in the exercise of a right is juridically speaking lawful? What was the view of the Roman jurists on this subject, and what is the result of the English cases?

III. What is meant by Confusion of Rights, and what distinctions are taken on the subject?

IV. Explain the term *lex fori*.

A sues B in Madras on a contract made and to be performed in X, a foreign country. B pleads that by the law of Limitation in force in X, the suit is barred. Is the plea valid?

V. What did the Roman jurists mean by a universal succession? Do any forms of universal succession still survive?

VI. What is a *chose in action*, and how may a *chose in action* be assigned (1) by English law, (2) by the law prevailing in British India?

VII. On what grounds and how far does the law in India afford protection to judicial officers for acts done in their judicial capacity?

VIII. Write a short note on the general consequences of Delay

IX. In what senses has the word *Culpa* been understood? And what different standards have been used for estimating degrees of care?

X. "The age of a person," says Thibaut, "has a great influence on his rights" Write a note on the law regarding Majority as it now prevails in India.

XI. What *classes* of agreements are held by English law to be void as being against public policy?

FIRST L.M.S. DEGREE EXAMINATION, 1887.

MONDAY, 4TH JULY, 10 A.M. TO 1 P.M.

CHEMISTRY.

I. What are the essential differences between chemical compounds and mechanical mixtures? How would you separate mixtures of (1) iron filings and flowers of sulphur, (2) silver and lead, (3) water and alcohol, (4) oxygen and carbonic acid.

II. Represent by equations the preparation of the following substances :—Chlorine, ammonia, nitrous anhydride, marsh gas, hydrochloric acid, sulphurous anhydride, phosphorus, and white arsenic.

III. Write the formulæ of the following substances :—common alum, borax, potassium bichromate, potassium permanganate, green vitriol, Glauber's salt, Epsom salt, calomel, sodium hypochlorite, sodium thiosulphate, acetic acid, urea, uric acid, acetone, chloroform, oxalic acid, citric acid, tartar emetic, benzoic acid, salicylic acid, anilin, anthracene, carbolic acid, and glycerine.

IV. What is the action of (1) chlorine on slaked lime, (2) cyanogen gas on caustic potash, (3) caustic potash on corrosive sublimate, (4) green vitriol on gold chloride, (5) ammonia on calomel, (6) sulphuric acid on potassium chlorate.

[*N.B.—Do not use symbols in answering this question.*]

V. How do the following substances behave when heated : calcium carbonate, ammonium nitrite, a mixture of sal-ammoniac and chalk, magnesium chloride, lead nitrate, and a mixture of charcoal and white arsenic?

VI. Explain the terms :—dialysis, water of crystallization, dimorphism, isomorphism, isomerism, quantivalence, basicity of an acid, and allotropism. Give examples.

VII Describe the process of bleaching by bleaching powder and by sulphurous acid, and explain the chemical changes taking place in each case.

VIII. Give one example of each of the following classes of bodies —saturated hydrocarbons, non-saturated hydrocarbons, alcohols aldehydes, ethers, ketones, carbohydrates, amines, amides, and glucosides.

IX. Enumerate the principal reactions of arsenic, and describe how you would proceed to examine the viscera of an animal supposed to have died from arsenical poisoning?

MONDAY, 4TH JULY, 2 TO 5 P.M.

MATERIA MEDICA.

I. To what natural orders do the following drugs belong, and what part of the plant is used in each :—
Aconitum, Aloe Socotrina, Asafœtida, Coca, Opium, Santonica.

II. Name the different preparations containing opium in the British Pharmacopœia, and give the doses of those used internally

III. Name the different enemata in the British Pharmacopœia, and state the uses of each.

IV. How would you give an hypodermic injection of morphia, and what quantity would you give at first to an adult ?

V. Under what circumstances would you prescribe iodide of potassium in constitutional syphilis, what doses would you give, what unfavourable effects may follow its administration ?

VI. How would you prepare a solution of perchloride of mercury for aseptic dressings, and what strength should the solutions be ?

TUESDAY, 5TH JULY, 10 A.M. TO 1 P.M.

PHYSIOLOGY.

I State the causes which give rise to the arterial pulse. Describe and explain a normal sphygmographic tracing.

II. What are the effects of breathing in a confined space ? How is death finally brought about in an animal exposed to such a condition ?

III. Give an account of the structure and functions of the pancreas.

IV Name the chief waste products of the body. Where are they formed, and how are they got rid of ?

V. Describe the manner in which the eye accommodates itself for near or distant objects How can accommodation be demonstrated ?

VI. Describe briefly the functions of the pneumogastric nerve.

TUESDAY, 5TH JULY, 2 TO 5 P.M.

ANATOMY.

I Describe the vomer.

II. Describe the shape, and give the relations of the thyroid gland Give its blood supply.

III. Give the relations of the common and internal iliac arteries. Name their branches.

IV. Describe the intrinsic muscles of the larynx, the position and function of each, and their nerve supply.

V. Enumerate the bones entering into the formation of the orbit, describe their respective positions and connections, and mention the nerves which pass through the various foramina.

VI. Describe a dissection to expose the genio-hyo-glossus muscle.

SECOND L.M.S. DEGREE EXAMINATION, 1887.

MONDAY, 11TH JULY, 10 A.M. TO 1 P.M
MEDICINE.

I. Give the causes, symptoms, results, and mode of cure of constipation.

II. Give the symptoms, with the several modes of origin and termination, of ulceration of the intestine.

III. Give the symptoms, diagnosis, and treatment of acute primary pleurisy.

IV. Give the causes, symptoms, and treatment of anæmia.

V. Give the causes, symptoms, and treatment of congestion of the liver.

MONDAY, 11TH JULY, 2 TO 5 P.M.
SURGERY AND OPHTHALMOLOGY.

I. Describe the process of union of a fractured femur, and compare it with the method of union of a fractured rib What diseases tend to prevent union of a fractured bone?

II. What are the causes, and give the symptoms and signs of Psoas abscess? For what diseases may it be mistaken?

III. Under what circumstances does extravasation of urine usually occur? What are the consequences of extravasation through the membranous portion of the urethra? In what direction does the urine pass, and why? Give your treatment.

IV. What are (1) the symptoms, (2) the diagnosis, and (3) the treatment of cancer of the rectum and (4) describe the pathological changes which occur in the structure of the bowel during the course of the disease.

V. Classify the various accidents which are likely to occur (1) during the performance of a cataract extraction, (2) those which may occur after the operation, and (3) mention the treatment you would employ in each case.

VI. (1) Diagnose the following case, (2) mention the pathological changes which are present, and (3) the treatment to be adopted

Case :—A child aged 2 years loses sight gradually in one or both eyes; no inflammatory signs present themselves externally; the tension of the eyeball is increased with occasional pain on palpation; pupil dilated; a bright reflex from the fundus; hypermetropic refraction of the eyeball; movements unimpaired; no constitutional symptoms present.

TUESDAY, 12TH JULY, 10 A.M. TO 1 P.M.

MIDWIFERY, AND DISEASES OF WOMEN AND CHILDREN.

I. Describe the varieties and management of face presentations.

II. What are the causes of post-partum hæmorrhage, and state how you would treat a case?

III. Mention the forms of version and the conditions to which each is applicable.

IV. Give an account of the differential diagnosis in a case of ovarian cystoma.

V. Define pelvic hæmatocele, and state the causes, symptoms and treatment of this condition.

VI. What are the causes of acute simple meningitis in children? How would you diagnose between this and tubercular meningitis?

TUESDAY, 12TH JULY, 2 TO 4 P.M.

MEDICAL JURISPRUDENCE.

I. What are the signs of death by drowning, and how would you distinguish between homicidal and suicidal drowning?

II. What are the symptoms of poisoning by strychnia and give the tests?

III. What are the tests for blood stains?

WEDNESDAY, 13TH JULY, 10 A.M TO 12.

HYGIENE.

I What is the composition of the atmosphere, what impurities are found in it which of them are most injurious to health?

II. How would you judge by your senses whether a given specimen of water was fit for drinking purposes, and to what fallacies is such a judgment open?

III. What are the articles of your own diet; group them under the heads of tissue making and heat producing foods.

IV. What are the essential points you would attend to in choosing a site for an hospital?

PRELIMINARY SCIENTIFIC EXAMINATION, 1887.

MONDAY, 4TH JULY, 10 A.M. TO 1 P.M.

CHEMICAL PHYSICS AND CHEMISTRY.

I. Describe the construction of the spectroscope and state what is observed when the light of (1) the sun, (2) a candle, and (3) incandescent hydrogen is analysed by it. Explain how, by means of the spectroscope, the constitution of the sun has been revealed.

II. What is meant by the boiling point of a liquid? Describe what occurs when (1) small quantities of ether, alcohol, and water, are separately introduced into three different barometer tubes filled with mercury and standing in a trough filled with the same liquid, and (2) when the tubes are heated to a temperature of 100°C.

III. What is the weight in grams, at standard temperature and pressure of one cubic metre of each of the following gases:—chlorine, hydrochloric acid, sulphuretted hydrogen, nitric oxide, and marsh gas?

IV. What is meant by the absolute, active, and latent atomicity of an element. Illustrate, by graphic formulæ of their compounds, the atomicity of the following elements:—silver, aluminium, phosphorus, sulphur, silicon, arsenic, tin, borax, magnesium, iron, and lead.

V. How would you experimentally demonstrate that carbon dioxide contains its own volume of oxygen?

VI. Arrange as many of the metals as you are able in the order of (1) their specific gravity, and (2) their fusibility.

VII. In what forms may nitrogen exist in water; from what sources are they derived; and what conclusions may be drawn from the nature and amount of the nitrogenous impurities which a water contains as to its suitability for drinking purposes?

VIII. Describe the preparation of chloroform from bleaching powder and alcohol. What impurities may chloroform contain, and how would you prove the presence of each? By what test may the presence of chloroform itself be recognised?

IX. How is salicylic acid manufactured; what are its chief properties and uses?

TUESDAY, 5TH JULY, 10 A.M. TO 1 P.M

BOTANY.

I. Describe in technical language plants marked A and B.

II Describe the *prothallium* of a fern, and explain how in their life-history all ferns exhibit an alteration of generation.

III. What are the physical properties of actively living protoplasm, and how is it nourished ?

IV. What is the composition of albumen in a grain of wheat ? What changes does it undergo during the process of germination ?

V. Describe the structure of the fruit of Compositæ. How does the pappus differ from the feathery-awn of Clematis ?

VI. Compare the structure of the flower of any Crucifer with that of one belonging to the natural order Umbelliferæ.

FIRST M.B. & C.M. DEGREE EXAMINATION, 1887.

MONDAY, 4TH JULY, 10 A.M. TO 1 P.M.

COMPARATIVE ANATOMY.

I. Give an account of the structure and life history of the parasitic Arachnida which affect man.

II. Describe the various skeletal structures which occur among the Invertebrata.

III. Give a short account of the various provisions which occur among animals for the nourishment of the embryo from its earliest stages.

IV. Compare the pectoral and pelvic limb girdles in a reptile, a bird and a mammal.

V. Describe the typical condition of the uro-genital organs in the Vertebrata, and derive from this the arrangement which obtains among the higher Mammalia. Give an account of the renal organs found in Invertebrata, and discuss their relation to the Vertebrate kidney.

MONDAY, 4TH JULY, 2 TO 5 P.M.

MATERIA MEDICA.

I. Give the composition of opium ; also the process for preparing morphia and its salts, enumerating the various officinal preparations of the latter.

II. How are salicin and salicylic acid obtained, and what are their medicinal uses ?

III. Name the principal saline cathartics, and explain their therapeutical action.

IV Describe ergot of rye. Mention its preparations, giving their doses, therapeutical action and uses.

V. What is the therapeutical classification of expectorant medicines? Name one of each class, and write a prescription for its use by adults.

VI. Mention the chief medicines that act as cardiac tonics, and describe the risks attending their administration.

TUESDAY, 5TH JULY, 10 A.M. TO 1 P.M.

PHYSIOLOGY.

I. Where is the "Vasomotor Centre" situated? What is its function? Describe the effects of (1) section of the cervical sympathetic nerve, (2) stimulation of the superior cervical ganglion.

II. State the composition and microscopical appearances of human mixed saliva What is known from experiments, as to the influence of the nervous system on the salivary secretion?

III. Describe the methods by which the blood pressure can be graphically recorded. What is the condition of the blood pressure in the superior vena cava during inspiration and expiration?

IV. What changes occur in muscle (1) during its normal contraction, (2) during the condition of rigor mortis? By what agencies is the latter phenomenon accelerated and retarded?

V. State the composition and functions of bile, and describe the tests by which bile acids and bile pigments can be detected.

VI. How can glycogen be prepared from the liver after its removal from the body? By what chemical tests can it be identified?

TUESDAY, 5TH JULY, 2 TO 5 P.M.

ANATOMY.

I. Give the origin, insertion, and relations of the flexor brevis digitorum muscle.

II. Give the course, relations and branches of the internal maxillary artery.

III. Describe the ligaments connecting the first two vertebræ with each other and with the occipital bone. Name the blood-vessels and nerves in relation with these ligaments.

IV. Describe the development of the heart and vascular system.

V. Give the apparent and deep origins of the following cranial nerves:—1st, 3rd, 5th, 6th, and 12th. Describe the corpus callosum.

VI. Describe a dissection to expose the outer surface of the obturator externus muscle to its insertion.

SECOND M.B. & C.M. DEGREE EXAMINATION, 1887.

MONDAY, 11TH JULY, 10 A.M. TO 1 P.M.

MEDICINE AND PATHOLOGY.

I. What is meant by a 'specific febrile disease?' What diseases are included under that group in the nomenclature of disease? As a cause of death in a population, what proportion of the total deaths are due to this class of diseases?

II. Describe the cause of a simple case of enteric fever: state what complications you would look out for in each week. What would be your treatment in a simple uncomplicated case?

III What are the causes of inflammation of the liver? Give the symptoms and physical signs of any case you have seen, and state what change in the symptoms and physical signs would lead you to believe that suppuration had set in?

IV. Under what different conditions may albumen be found in the urine; how would you test for it both qualitatively and quantitatively?

V What are the lesions found in the intestines in cases which have died from acute dysentery?

VI What are the prominent symptoms of a tumour growing in the brain?

MONDAY, 11TH JULY, 2 TO 5 P.M.

SURGERY.

I. Give a brief description of the non-malignant tumours of bone

II. Give the causes, symptoms, and treatment of progressive muscular atrophy. Describe the pathological conditions which are found in the disease.

III. Describe the different forms of aneurism. Give a description of the different surgical methods of treating aneurism. In ligature of the third portion of the subclavian artery how is the circulation carried on?

IV. What is thrombosis? (1) Give its etiology, (2) its symptoms, (3) the varieties of thrombus, (4) its treatment, (5) the pathological changes which take place in a thrombus.

V. What are the different forms of inguinal hernia? Give their

anatomical differences and how do these influence the operation of herniotomy?

VI. (1) Name the varieties of goitre, (2) describe the pathological changes which take place in each variety, (3) the symptoms to which they give rise, and (4) the treatment of each variety.

TUESDAY, 12TH JULY, 10 A.M. TO 1 P.M.

MIDWIFERY AND DISEASES OF WOMEN AND CHILDREN.

I. Give an exact account of the anatomy of the fœtal head, and state how its form and measurements may be altered in different varieties of labour?

II. What is the usual position of the placenta? Mention the variations in its position and the consequences to which these may give rise.

III. What are the various causes for which the operations of craniotomy or cephalotripsy may be necessary? Give a short account of these operations, and contrast their relative advantages.

IV. State the distinguishing characters of polypi and fibrous tumours of the uterus, and describe the details of the operation of enucleation.

V. Describe and classify the chief forms of dysmenorrhœa, and state the appropriate treatment of each.

VI. Contrast the symptoms of infantile paralysis and pseudo-hypertrophic paralysis, and describe the microscopic appearances of the parts affected in the latter disease.

TUESDAY, 12TH JULY, 2 TO 5 P.M.

MEDICAL JURISPRUDENCE.

I. Give the signs of live birth, and how would you know the age of a fœtus.

II. What are the conditions which hasten, and those which retard putrefaction in a dead body?

III. Diagnose between death caused by hanging and death caused by suffocation.

IV. What are the tests for arsenic, and diagnose a case of poisoning by arsenic from one of cholera.

WEDNESDAY, 13TH JULY, 10 A.M. TO 1 P.M.

HYGIENE.

I. Give the composition of milk, its physical properties, adulterations, and modes of preservation.

II. Describe the mode of examination of a specimen of butter to determine its quality.

III. How is air purified by nature? Give the different natural and artificial modes of ventilation with the advantages and disadvantages of each.

IV. What alterations in meat have been known to give rise to certain diseases? Give examples What diseases in animals render their flesh dangerous as food.

V. If compelled by necessity to use as food the flesh of animals that were suffering from inflammatory or contagious disease when killed, what precautions would you take to lessen the risk.

VI. Give a short sketch of the chemical examination of water.

WEDNESDAY, 13TH JULY, 2 TO 5 P.M.

OPHTHALMIC MEDICINE AND SURGERY.

I. Enumerate the causes which produce monocular diplopia, and the means which should be adopted to correct the defect.

II. Mention the various conditions which give rise to a hypermetropic refraction of the eyeball, and the methods which should be employed for its correction, or removal

III. Describe fully the operation of optico-ciliary neurotomy, and the diseased states in which the operation may be advantageously employed.

IV. (1) Diagnose the following case, (2) describe the pathological changes present in the eyeball, and (3) the means you would adopt to secure complete restoration of sight.

Case :—A lad aged 12 years receives a blow on the eyeball; no external marks of injury are present; sight is at once lost; after a lapse of time vision is restored; photophobia however continues; distant vision is nearly normal; near vision is seriously interfered with.

B.C.E. DEGREE EXAMINATION, 1888.

MONDAY, 16TH JANUARY, 10 A.M. TO 1 P.M.

SURVEYING AND LEVELLING.

I. Draw a scale of 8 inches to a mile and state its representative fraction. Construct a diagonal scale of 10 inches to a mile to measure furlongs and diagonally spaces of 60 feet.

II. A base line measures 2345 feet when the 100 feet chain is 2 inches short of its proper length; what is the correct length of the base line? What are *Compensation bars?* Describe their construction, and state how they are used for measuring base lines.

III. How may a survey with compass and chain be made along a railway when, except at the ends of the survey, the compass cannot be placed beyond the influence of the rails?

IV. Explain Gale's Traverse System and state its advantages. When a traverse returns to its starting point, what three conditions must be fulfilled if the work is accurate?

V. Explain the principle on which the angles of *satellite stations* are reduced to the centre or principal station.

VI AB and CB are two straight lines inclined to each other and meeting at B, the contained angle ABC is known, and r the radius of a curve to which AB and CB are tangents is given. Find the number of chords each x feet in length which will constitute the curve.

VII Describe how the variation of the compass can be found (1) by the sun's shadow (2) by the pole star

MONDAY, 16TH JANUARY, 2 TO 5 P.M.

SURVEYING AND LEVELLING

I. What advantages has the Dumpy Level over the Y Level? Describe how with a Dumpy Level the adjustment of the large telescope-level perpendicular to the vertical axis of motion is effected.

II. What are *check levels*, and why are they taken? Why should the level be placed midway between the back and forward staves, if possible? How do you know when the instrument has been properly adjusted for *parallax?*

III. What are contour lines? How are they traced on the ground and plotted on the plan? Where rapidity without great accuracy is required, what instrument is better than the Dumpy Level for tracing contours? Describe the instrument.

IV. What is the cause of *refraction*, and what correction must

be made on account of it? When the difference between true and apparent levels is required, how is the correction for curvature of the earth calculated? Show that this difference is always directly proportional to the square of the distance.

V. Complete the following record of levels:—

Back sight.	Intermediate.	Fore-sight.	Rise.	Fall.	Reduced Level.	Distance.
10 34	9·51					113
	5·25					60
	4·38					100
	11·86					155
		11·93				78
1·54	7·67					50
		7·67				218
12 75	2·32					142
		2·55			22 00	90

Plot the above levels to the following scales:—

Horizontal scale ... ... 100 feet to 1 inch
Vertical " ... . 10 " "

N.B.—*The remainder of the afternoon was devoted to a practical examination in the use of surveying and levelling instruments*

TUESDAY, 17TH JANUARY, 10 A.M. TO 1 P.M.

CONSTRUCTIVE ENGINEERING.

I The loads on the three pairs of wheels of a vehicle are 3, 5, and 4 tons, respectively, and the distance between each pair of wheels is 6 feet. Shew that during the passage of the vehicle across a span of 20 feet there are two positions in which the greatest bending moment attains its maximum value, and find its amount.

II. A girder is made up of an upper flange ABCD 30 feet long divided into three equal bays; a lower flange EFG 20 feet long; and diagonals AE, EB, BF, FC, CG, and GD all inclined at an angle of 45°. If weights of 1, 2, 3, 4, and 5 tons, are suspended from B, C, E, F, and G, respectively, find the stress on each bar.

III. A beam of rectangular cross section is b inches wide and d inches deep. Draw the diagonals dividing the section into four equal triangles, and shew that the moment of resistance of the beam is $R = sac$ where

s = Maximum stress on square inch.
a = Area of one triangle in square inches.
c = Distance in inches between centres of gravity of the two triangles whose bases are at the top and bottom of the beam

IV. An iron roof truss 32 feet span and 12 feet rise has two rafters ABCD, EFGD, meeting at D; a vertical king rod DH 10 feet long; tie rods AJH and EKH; verticals CJ and GK; and diagonals BJ, CH, GH, and FK. AB = BC = CD. Find the stress produced in each part by a vertical load of 50lb. per square foot of roofing if the trusses are placed 10 feet apart.

V. If the total thrust on the part AB of the rafter was 20,000lb., find suitable dimensions for the rafter if made of T iron. For wrought iron $C = \frac{1}{3000}$

VI. A wall 30 feet high and 3 feet thick at the top has a batter on its inner face of 1 in 3. What will be the depth of water against the inner face when the overturning moment is equal to the moment of stability of the wall? Masonry 150lb. a cubic foot.

VII. A horizontal beam projects 6 feet from a wall in which one end is securely fixed, and carries a uniformly distributed load of 340lb. Find its minimum scantling $(d = b\sqrt{2})$ if the maximum stress does not exceed 200lb. on the square inch, and the maximum deflection is not greater than 1 inch. E = 4000lb.

TUESDAY, 17TH JANUARY, 2 TO 5 P.M.

CONSTRUCTIVE ENGINEERING.

I. What is the function of alumina in a brick earth, and what is the result when an excess of that oxide is present? Describe the process of colouring bricks by *dipping*, and mention the essential constituents of the bath.

II. How may a rough analysis of a specimen of limestone be made? How can the quality of a sample of Portland cement be ascertained?

III. Make a sketch of an oval drain having an area of about 18 square feet but suited to discharge a small quantity of water during the dry season.

IV. What are the advantages and disadvantages of the different forms of arch ordinarily used for bridges? What considerations usually fix the span of an arch? Draw an arch curve of three centres when the span = 3 rise.

V. Make a sketch of the pneumatic apparatus commonly used when sinking cylinders, and explain the method of working.

VI. Describe the under-mentioned ways of getting girders into position over a deep river (1) Rolling; (2) Floating; (3) Building out; and state the kind of girder to which each method is best suited.

VII. Describe the measurements that should be made and the form that should be adopted for the estimate for the repair of a tank bund.

VIII. When an anicut is built across a river, how is provision made for navigation, irrigation, and clearing away the silt? Make a sketch plan of the general arrangement of the works.

WEDNESDAY, 18TH JANUARY, 10 A.M. TO 1 P.M.

HYDRAULICS.

I. A rectangular orifice 12″ wide by 4″ deep has its centre placed 4 feet below the surface, and the water approaches with a velocity of 28 inches per second; what is the discharge per second?

II. Find the number of c. ft. per twenty-four hours falling over a weir with a free overfall 10 feet long, when the observed depth of flow above the weir is 4″ and the velocity of approach 8 feet per second.

III. Suppose the weir referred to in the preceding question to be submerged; find the total discharge with the same velocity of approach when depth over weir is 8″ and when the difference of height between the water surface above and below the weir is 4″.

IV State the relative velocity in a circular sewer flowing full as compared with that in a similar sewer flowing half full; what are the relative discharges?

V. Deduce the formula for the discharge through open channels in feet per minute.

VI If A be the area of a maximum discharging open channel having side slopes of 2 to 1, give in terms of the square root of the area, the depth, the dimensions of the top and bottom, and the hydraulic mean depth.

VII Find the discharge in c. ft per minute from an oval sewer running full in which the transverse diameter is 5′ 0″, the vertical diameter 7′ 6″, the radius of the invert one-eighth of the transverse diameter, and the radius of the sides one and one-third times the transverse diameter.—Inclination 1 in 1000.

VIII What is the gradient necessary to overcome friction in a pipe four feet diameter, which discharges 32 c ft. per second?

IX There are two proposals for a water scheme, one for a double line of pipes of equal diameter and one for a single line of pipes.—Supposing the larger line of pipes to have ⅛th greater thickness of metal than the pipes of the double line, compare approximately the weights of the pipes required in the two cases.

WEDNESDAY, 18TH JANUARY, 2 TO 5 P.M.

ESTIMATING.

1 Estimate the quantity of earthwork in the following cutting, the depths being at an interval of 500 feet, the side slopes being 1 to 1 and the breadth of base of cutting 40 feet.—

	Depth.	Slope of ground across cutting.
C.S No. 1	10 feet	70 to 1
2	6 feet	Level